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ABSTRACT

This document is a guide to counseling software. It presents overviews on the state of development of counseling and human services software in five major topic areas including personal counseling, career counseling, academic advising, testing and administration. It provides factual and up-to-date descriptions of over 500 counseling-relevant software programs as well as 93 software reviews. It illustrates how far the field has come in the use of computers in counseling and what paths and options the future holds. Strategies on how to use the guide are presented which describe how to find out about the use of computers in counseling, what to look for in software, an overview of trends and developments in the availability and use of software, an overview of the range of software programs available, and information on specific software programs. The first section discusses trends and developments in counseling software. The second section provides software descriptions in the areas of personal counseling, career counseling, academic advising, testing, and administration. The third section provides software reviews in the same areas. (ABL)

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Counseling Software Guide

Developed by Garry R. Walz and Jeanne C. Bleuer

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Counseling Software Guide

A Resource for the Guidance and Human Development Professions

Developed by
Garry R. Walz and Jeanne C. Bleuer

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, Virginia 22304

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Preface

Over the past decade, numerous organizations have produced compilations of computer software—sometimes offering a limited number of reviews, but more often providing software descriptions (frequently using the wording presented by the developer/vendor). To our knowledge, this guide is unique in several respects:

- It presents overviews on the state of development of counseling and human services software in five major topic areas—personal counseling, career counseling, academic advising, testing, and administration.
- It provides factual and up-to-date descriptions of over 500 counseling-relevant software programs—descriptions that are shorn of advertising "hype" and unsubstantiated claims.
- It contains a relatively large number (93) of intensive software reviews.
- It illustrates how far we have come in the use of computers in counseling and what paths and options the future holds.
- Its production was accomplished through a cadre of committed and knowledgeable professional counselors who donated endless amounts of time and energy.

We are proud that this major task was accomplished under the auspices of and for the American Association for Counseling and Development (AACD). We are hopeful that it is a precursor of further innovative and pioneering achievements by AACD.

To have produced the *Guide* would not have been possible without the capable and committed work of numerous people. The following individuals and groups, however, are worthy of special acknowledgment:

Joe McDonough, Executive Director of AACD, for his early interest in and continuing support of the idea of counseling software reviews.

Gordon McMinn, who saw the potential for the *Guide* early on and, as Chair of the AACD Media Committee, enthusiastically supported its development.

Bill Hunter, who showed his support where it counted, with financing when it was needed.

Mark Hamilton, AACD's extremely able and diplomatic editor who overcame numerous obstacles to bring the *Guide* to fruition.

John Patterson, a true innovator whose futuristic vision and "full speed ahead, damn the problems" approach made the initial software directories possible.

Marilyn Maze, who unselfishly shared her expertise in technology and human services by devoting an enormous amount of time and effort to the development of CSRB guidelines, the procurement of software, and the training of the software reviewers.

The AACD Counseling Software Review Board (CSRB) Topic Coordinators—**Marjorie Bridges, Bob Cash, Jack Casey, Diane Kjos, Helen O'Donnell, and Don Thompson**—who demonstrated outstanding professional leadership in managing the logistics of assigning, collecting, and editing the reviews.

The 48 CSRB members (see Index of Reviewers) who labored at a task with numerous demands and uncertain rewards.

Finally, this guide could not have been developed without the resources and continuing support of the ERIC Clearinghouse on Counseling and Personnel Services. The technological capabilities, the skilled staff, and the Clearinghouse's expertise in publishing was an essential lifeline to the *Guide* during its often turbulent and uncertain development. In particular, we would like to acknowledge Patricia Wisner's desktop publishing expertise, Barbara Hogan's editorial skills, Kathy Bidelman's assistance in procuring software programs from vendors, Jeanette Sprik's assistance in organizing the software descriptions and reviews, Nancy Beekman's and Penny Schreiber's assistance in last-minute reviewing and editing, Lynn Martin's recordkeeping skills, and Dale Jerome and Valerie Wisner's assistance in word processing.

There are also countless unknown persons who, by their continued expression of interest in and support for the project, made the realization of the *Guide* possible.

To all of you, we say a heartfelt thank you. We hope you think it was a worthwhile investment and will support the *Guide* as actively now that it is finished as you did during its development.

Garry R. Walz
Jeanne C. Bleuer

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Development of this Guide

This guide is a collaborative product of three organizations that have provided significant leadership in promoting the use of computers in counseling and human services: the Career/Vocational Education and Guidance Department of the Santa Clara County Office of Education (C/VEG); the ERIC Clearinghouse on Counseling and Personnel Services (ERIC/CAPS); and the American Association for Counseling and Development (AACD).

Santa Clara County Office of Education

In 1983, the K-12 Career Education Consortium, the Secondary Directors of Guidance, and the Community College Careers Information Consortium of Santa Clara County, California, sponsored the publication of the first *Guidance and Counseling Directory of Microcomputer Software*. John Patterson, Program Manager for C/VEG, was a major driving force behind this effort, with Bibi Bellotto serving as editor and Janey Powers serving as graphic artist and publication coordinator.

From 1983 to 1986, the size of both the Directory and its reputation grew exponentially, from 35 descriptions in 1983 to over 350 in 1986, with sales in all 50 states plus 7 foreign countries. The publication also grew from a single volume to a three-volume set.

In 1986, Marjorie Bridges assumed the editorial position, and her active role in tracking down new programs to be included resulted in a 1988-89 edition which describes more than 500 programs. It is this latest edition that Santa Clara County has contributed to this guide.

ERIC/CAPS

In the same year that Santa Clara C/VEG published its first software directory, ERIC/CAPS conducted the first national conference on the use of computers in counseling. Organized and conducted by Garry R. Walz and Jeanne C. Bleuer, Director and Associate Director of ERIC/CAPS, the 1983 conference was such a success that it, too, became an annual event. From 1983 to 1986, the ERIC/CAPS national and regional computer conferences trained over 1,000 counselors in the use of computers and provided participants an opportunity to hear and interact with many of the major leaders in the computers in counseling movement including: John Patterson, Cynthia Johnson, Marilyn Maze, Dick Pyle, Jim Sampson, and Susan Zgliczynski.

In 1984, ERIC/CAPS, Commission I of the American College Personnel Association, and the W. K. Kellogg Foundation's Project LEARN collaborated on the publication of a software directory designed primarily for postsecondary student development specialists. Entitled *Microcomputer Software for Counseling and Student Development*, this directory contained extensive resources that had been compiled by Russ Watjen, Jim Blakley, Cynthia Johnson, and Dick Pyle.

AACD

In 1984, the NCDA/ACES Technology, Work and Counseling Joint Committee, under the chairmanship of John Patterson, began to explore the need for the counseling profession to identify and evaluate counseling-related software. Key members of this committee were: Larry Beymer, Bob Cash, Rich Feller, H. B. Gelatt, Cynthia Johnson, Marilyn Maze, Tony Pappas, Dick Pyle, Jim Sampson, Garry Walz, and Susan Zgliczynski.

At the 1985 AACD Convention in New York, several members of this committee met to discuss the development of a proposal for a "Software Review and Evaluation Directory" to be presented to the AACD Media Committee. At this time, Garry Walz proposed the idea of producing a "Buros" type publication for counseling software.

In December, 1986, Garry Walz, working with Jeanne Bleuer and Marilyn Maze, finalized the proposal and presented it to the AACD Media Committee. AACD funded the proposal for Fiscal Year 1988 and supported the establishment of a national Counseling Software Review Board (CSRB) under the direction of Garry Walz. Marilyn Maze was appointed Assistant Coordinator in charge of reviewer training and software procurement, and Jeanne Bleuer was appointed Assistant Coordinator in charge of publications.

The model for evaluating and reviewing counseling software which the CSRB adopted was developed by Marilyn Maze and Bob Cash. In early 1987, Garry Walz, Jeanne Bleuer, and Marilyn Maze worked intensively to refine the software evaluation instrument, establish review guidelines, and select and train reviewers. With helpful guidance from the AACD Media Committee and approval of the first set of CSRB reviewers by the AACD Governing Council, the project was fully implemented in the Summer of 1987. By August, 1988, a total of 66 reviewers had successfully completed training and were approved for CSRB membership by the AACD Governing Council.

AACD/Santa Clara/CAPS Collaboration

By the Fall of 1988, it became apparent that, considering the extensive amount of time required to train reviewers, acquire and evaluate software, and collect and edit reviews, it would be impossible for the CSRB to review more than a portion of the available software in time for a 1989 publication. Therefore, to provide readers with a comprehensive guide to counseling software, Santa Clara County and AACD agreed to merge the Santa Clara program descriptions with the AACD/CSRB program reviews. ERIC/CAPS then assumed responsibility for integrating the two collections, editing and writing additional sections, organizing the layout of the publication, and providing AACD with the final camera-ready copy.

Roster of Counseling Software Review Board Members

Garry R. Walz, **Chair**
Jeanne C. Bleuer, **Assistant Coordinator**
Marilyn E. Maze, **Assistant Coordinator**

Topic Coordinators:
Marjorie P. Bridges
John A. Casey
Robert W. Cash
Diane L. Kjos
Helen O'Donnell
Donald L. Thompson

Reviewers:
Bill Allbritten, Murray State University, Murray, KY
Larry Ascher, McNair Middle School, Cocoa, FL
Carole T. Beer, Rutgers University, New Brunswick, NJ
Norman Berven, University of Wisconisn, Madison, WI
John W. Bloom, Northern Arizona University, Flagstaff, AZ
Robert Bronk, Harrison Central Schools, Harrison, NY
Nina Brown, Old Dominion University, Norfolk, VA
Greg Burns, Shadeville Elementary School, Crawfordville, FL
Ruta Celkis, Pinckney Community Schools, Pinckney, MI
Barbara Croft, Bloom Carroll Local Schools, Carroll, OH
Gary M. Cusick, University of Wisconsin, Madison, WI
Richard Dawley, Milwaukee Public Schools, Milwaukee, WI
Lea Beth Dober, EUREKA The California Career System, Long Beach, CA
Robert Drummond, University of North Florida, Jacksonville, FL
R. Edward Galloway, Pittsburg State University, Pittsburg, KS
Ana Gonzalez, Puerto Rico Occupational Information Coordinating Committee, San Juan, PR
W. Ridgely Haines, Jr., Center for Educational and Career Advancement (CECA), Clarks Summit, PA
Donald G. Hays, Self-employed, Yorba Linda, CA
J. Scott Hinkle, University of North Carolina at Greensboro, Greensboro, NC
Robert M. Hoover, University of Toledo, Toledo, OH
Michael Illovsky, Western Illinois University, Macomb, IL
Colin W. Kahl, Liverpool High School, Liverpool, NY
Barry Karow, Elgin Community College, Elgin, IL
Judith Knudson, Gordon/Knudson Associates, Williamsburg, VA
Jan LaForge, Wright State University, Dayton, OH
Matthew Lambert, Texas Tech University, Lubbock, TX
Scott T. Meier, State University of New York (SUNY), Buffalo, NY
Linda Morse, West Lafayette Community Schools, West Lafayette, IN
Nick Piazza, University of Toledo, Toledo, OH
Mark Pope, Consulting Psychologists Press, San Francisco, CA
Joann Powell, W. R. Harper College, Palatine, IL
Gary E. Price, University of Kansas, Lawrence, KS
Dick Roberts, North Orange County Community College District, Yorba Linda CA
Teri Rosen, Essex Weight Loss Centers, Livingston, NJ
Gerald Sallan, Heartland Area Educational Agency, Guthrie Center, IA
Parvine Samai, New York Institute of Technology, Old Westbury, NY
Gene Sampson, St. John's University, Jamaica, NY
Mark L. Smith, City of Blue Springs, Blue Springs, MO
Jane Arnold Spanel, University of North Carolina at Chapel Hill, Chapel Hill, NC
Michael Sporakowski, Virginia Tech, Blacksburg, VA
Thomas Trotter, Indiana University, South Bend, IN
Joseph Volker, University of North Dakota, Grand Forks, ND
Mark Winton, Orlando Regional Medical Center, Orlando, FL
Mark Young, Stetson University, DeLand, FL

How to Use this Guide

The wealth of information contained in this guide is presented in three different forms: narrative discussions, software descriptions, and software reviews. To use the *Guide* most effectively, we recommend that you first review the entire Table of Contents to familiarize yourself with its organization. Then, depending on your particular needs and interests, employ the following strategies:

For general information about the use of computers in counseling, read the Introduction and Present and Future Perspectives.

For practical guidelines on what to look for in software, read How to Evaluate and Select Software.

For an overview of trends and developments in the availability and use of software, read the narratives in Section I. These narratives have been prepared by the Counseling Software Review Board Topic Coordinators and reflect the insights of professionals who have closely monitored both the availability of existing software and the emergence of new programs within their topic areas.

For an overview of the range of software programs available on a particular topic, review the appropriate list of topics and subtopics in the Table of Contents. Then scan the relevant set of program descriptions in Section II for content, cost, hardware, setting, etc.

For information on a specific software program, consult the Index of Software Programs at the back of the *Guide*. This index is an alphabetical listing of all 526 programs described in Section II. Of these, 92 have been evaluated and reviewed by CSRB members. These in-depth reviews are presented in Section III. Page numbers in regular typeface refer to software *descriptions*. Page numbers in bold typeface refer to software *reviews*.

Important Note

The information presented in this *Guide* has been collected and compiled over the past two years, some by Santa Clara County staff and some by Counseling Software Review Board members. In merging the two sets of information and editing the final publication, ERIC/CAPS staff made every effort possible to identify and correct inconsistencies.

Even with a final review for accuracy, there are still likely to be some changes since the *Guide* went to press. Some of the potential changes you might expect for any particular program include: a moderate increase in price; expanded capability of the program; correction of "bugs" and limitations; new versions for additional populations; and new versions for different types of hardware. You may also find that the contact sources for some programs have changed, i.e., they no longer market that program or they've moved, merged with another company, or gone out of business. Such changes are to be expected in a field as new and rapidly growing as the software development business.

In essence, this is a guide, not a catalog. It is a reference tool to be used as a starting point, not the final data source from which you would prepare line item budgets and/or detailed program plans. You, as consumer, will want to assume final responsibility for investigating further whether a particular program will match both your needs and your resources.

Introduction

James P. Sampson, Jr.

In my experience, the two most frequent questions that counselors and human development specialists ask about computer applications are:

- What computer software is available that meets the various needs of my clients?
- Which computer software actually performs as it is advertised?

The *Counseling Software Guide* was designed to answer these two questions. The software described in this guide is organized under the following five topic areas:

- **Personal Counseling**—software related to personal/social problems for people of all ages; sample topics include drug abuse, self-esteem, values, personality, divorce, parenting, marriage, problem solving, time management, personal finances, health; excludes testing software.
- **Career Counseling**—software related to career selection, job readiness, and job search; includes programs which match clients to occupations without using standardized measurements, career guidance/information systems, resume processors, job seeking skills.
- **Academic Advising**—software for educational planning; includes test preparation, study skills, course selection, college selection, financial aid.
- **Testing**—assessment tools for all areas of counseling; includes administration, scoring, and/or interpretation of achievement, aptitude, interest, and personality tests; also includes assessment tools for career planning.
- **Administration**—software to perform office management tasks; includes general applications programs (word processing, desktop publishing, spreadsheets, database management) as well as specialized programs for attendance, scheduling, budgeting, recordkeeping, reporting, and printing.

Counselors and human development specialists can use this guide to quickly *identify* computer software that is worth further consideration in the selection process. Since identical categories of information are provided for each system (contents, source, cost, hardware, intended users, and description), the *Guide* facilitates comparison of computer software. The *Guide* was intended to enhance the *efficiency* (time savings) and the *effectiveness* (broad examination of options) of the software selection process.

The effectiveness of computer applications depends on how well counselors and human development specialists understand the use of computer software in service delivery. To help these professionals make good use of computer systems, the *Guide* includes a chapter by Garry R. Walz and Jeanne C. Bleuer on current trends and future developments.

The reviews included in this guide are not intended to be the sole source of information in the software selection process. It would be wise for readers to obtain a second opinion from other published reviews or anecdotal reports from other professionals. Since not all of the software described in this guide has been reviewed at this time, other sources of reviews are necessary. Professional journals, newsletters, and other specialized publications provide additional reviews.

Prior to examining specific computer systems, it would be important to read Marilyn Maze's chapter in this guide on "How to Evaluate and Select Software" to provide a foundation for software review. Bridges (1987), Forrer (1987), Harris-Bowlsbey (1983; 1985), Heppner and Johnston (1985), Katz and Shatkin (1983), Maze (1984; 1985), Maze and Cummings (1982), Potter and Maze (1984), Riesenberg

(1984), and Sampson, Peterson, Reardon, Evans, and Domkowski (1988) provide additional descriptions of the software evaluation process. Walz (1984; 1987) and Walz and Bleuer (1985) discuss the present and future role of the counselor with computers.

The developers of this guide sought to create a resource for counselors and human development specialists that has the potential to grow and evolve over time. Counselors and human development specialists can facilitate the evolution of this guide by providing feedback to the editors concerning the benefits and limitations of this resource. Widely used sources of critical reviews on assessment instruments, such as the *The Ninth Mental Measurement Yearbook* (Mitchell, 1985) and *A Counselor's Guide to Career Assessment Instruments* (Kapes & Mastie, 1988), have evolved and benefited as a result of feedback from users. The ultimate quality of this guide will depend on counselors and human development specialists writing *balanced critical* reviews and providing *feedback* to the editors as input for the development of future editions of this guide. It is important to note that if response to the *Guide* warrants it, updates of this guide will be offered on a regular basis to provide additional reviews of existing software and to help counselors and human development specialists keep up-to-date with new software.

The fact that numerous counselors and human development specialists have actively advocated for the creation of this guide, participated in establishing the review criteria, and actually completed reviews, demonstrates professional commitment to selecting the most effective computer software available to meet clients' needs. It is my hope that this commitment will also extend to ethical and effective use of computer resources after software selection is complete.

James P. Sampson, Jr., is an Associate Professor in the Department of Human Services and Studies and Co-Director of the Center for the Study of Technology in Counseling and Career Development at Florida State University. Appreciation is expressed to Janet G. Lenz, Robert C. Reardon, and Sandra M. Sampson for their review of an initial draft of this manuscript.

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How to Evaluate and Select Software

Marilyn E. Maze

Marilyn E. Maze is a self-employed software designer and is the author of Micro-SKILLS, Career Finder, and Handwriting Analyst. She has also served as the Executive Director and User Services Coordinator of EUREKA Career Information Service. Marilyn is a member of ACSCI (Association of Computer-based Systems for Career Information) and Software Procurement Coordinator of the AACD Counseling Software Review Board.

As you read this chapter, you probably are feeling a mixture of excitement and fear. Excitement because you have some money to spend on tools to make your work easier. Fear because there is a bewildering array of software available, and you want to make a wise decision.

Of course the first place you will start is with the brief descriptions of software (Section II). Then, when you have identified some programs that look like they might fit your needs and interests, you will check to see if they have been reviewed. As you read the reviews, they may at first sound like they are all the same. The reviewers were asked to follow a specific format and respond to the issues raised in the Software Evaluation Checklist (see Appendix C). You may find this checklist useful in determining what to look for in the software you are evaluating. Be sure to tailor it to your needs by cutting out the sections which are not important to you or which do not apply to the type of programs for which you are searching. You may want to literally cut and paste a copy of this form, to create a form that is appropriate to your setting and software needs.

You will discover quickly that the final paragraph, in most cases, contains a recommendation. It states the reviewer's opinion of who should buy this program. Please remember that this is the opinion of only one person.

Hopefully you will not stop at this point. You will find addresses and phone numbers of vendors in this directory. Call them and ask for their promotional literature. Do this for both the programs reviewed and the ones not reviewed. Then start by reading the literature for the programs reviewed here. See how their advertising literature corresponds to the reviews. You will probably find that you can trust the advertising literature to describe the contents of the program, and this will help you narrow your choices. You can usually also discover the appropriate audience of the program from reading the advertising literature. This, of course, requires your judgment. For example, assume you are looking for programs for a high school group. Depending on your setting, you may find that a program designed for junior high is perfect for your group, while in other settings a program designed for college students may be just what you need. You must know your client population well.

Next you need to see the software. Note that there are two levels of software: those programs sold by mail order (usually costing $500 or less) and those programs sold by site visits (usually costing $1000 or more). (Also note that part of the difference in cost goes to paying the salary of the person who visits your site.)

If you are considering a more expensive program, you will probably have already received offers by sales people to demonstrate the programs for you. Be sure to take advantage of these offers for any programs that you are seriously considering. The more costly the program, the more options you will probably want to evaluate.

When the sales people arrive, while they are showing you how the program works make sure they do these four things:

1. Allow a person at your site (preferably a typical user other than you) to use the program with very little assistance. Count the number of times the sales person steers or guides the user. Talk to the person who used the program after the sales person leaves to see how that person felt about the ease of use.

2. Print a sample of the program's contents which is comparable for each program you investigate. For example, if you are evaluating career planning software, ask for printouts of the same three occupations from each program. If you are looking at accounting software, set up a test case and get printouts from the same test case with each program.

3. Request written information about the sources of the data. Most "bad" software is thrown together by amateurs. Be sure the program is constructed carefully and systematically, especially if it contains data.

4. Take control of the program yourself and try to confuse it. Hit the wrong keys (letters when numbers are expected, or vice versa). Ask it to print when no printer is attached or the printer is turned off. Reboot the computer in the middle of an operation.

Probably no program will perform perfectly in these adverse conditions, but after looking at least three of them, you will have a good idea of which of these elements are most important to you and you will be able to choose the program that best meets the need of your site.

If you are looking for less expensive software, you will need to order copies of the program and conduct your investigation without the aid of a knowledgeable sales person. After studying the literature and the reviews, you should be able to limit your choices to not more than three programs competing for the same dollars. Then "purchase" the programs "on approval." Most software companies offer a 30-day approval period during which you can evaluate the programs and return the ones you do not like.

When the software arrives, you will need to begin by reading the instruction manual, just enough to get the program started and learn the conventions of running it. Then follow the same steps listed above. Ask a typical user to go through the program. See how often that person asks for help or does something that confuses the program. Print samples of the same items from each program. Then look through the documentation for evidence that the program is carefully and systematically constructed. Finally, try to confuse it and see how well it recovers from user errors.

If you conduct a "comparison shopping" experiment like this one, you will learn a great deal about software and about the companies you want to deal with in the future. Some programs barely work and seem to be held together with bandages. Others are very smooth and deal graciously with anything the user does. Some programs use conventions that make sense if you are accustomed to other programs that run the same way (like Apple II programs that run the way Appleworks does). Some programs look great on an IBM and terrible on an Apple, or vice-versa.

After you have evaluated a few programs, it will be much easier. You will know what signs of quality are important to you. You will be able to start running the programs and see what they offer in a few minutes, instead of taking hours to test them.

Once you are comfortable with evaluating software, conventions are a great place to stay abreast of the field. You can often discover the newest products at conventions, and a little time spent using the program at an exhibit booth may allow you to get an overall impression of the program. After looking at several programs in a general area, you will probably be able to use a program at a convention and see if it has the necessary content and deals with the user in a comfortable way. This saves the hassle of ordering the program "on approval" and sending it back.

Perhaps, after reading this chapter, your fear has turned to discouragement because it sounds like a lot of work. Think of this process as a journey into a new world of computerized counseling. Learning to evaluate software is the initiation process which will allow you to join the select group of counselors who are "computer literate." And never lose sight of the goal: To automate parts of your job so that you can use your time more efficiently while serving your clients more effectively. The payoffs are worth the effort.

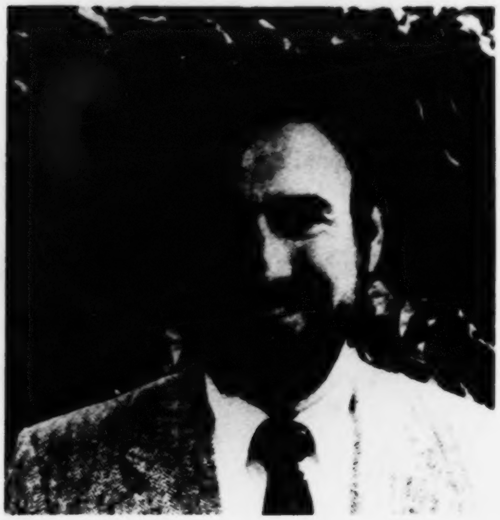
Section I:

Trends and Developments

Trends and Developments: Software for Personal Counseling

Robert W. Cash and John A. Casey, Topic Coordinators

Robert W. Cash, Ed.D., is a counselor educator, professor in the Department of Educational Psychology and Administration at California State University, Long Beach, a licensed psychologist and consultant. He's a member of the AACD Media Review Board and co-coordinator of the personal counseling software area of the AACD Software Review Board. His career-long interest as a counselor educator, researcher and as a clinician has been to improve the effectiveness of counseling. His current interests include implementing computer based technology applications into counseling and counselor education programs. In 1988, he received the CSULB Distinguished Teaching Faculty Award.



John A. Casey, Ed.D. is a Counselor Educator and Assistant Professor of Educational Psychology at California State University, Long Beach. A former state branch president and member of the AACD Governing Council, Jack's current interests include supervision of training through the University Clinic, authoring Hypercard stackware for counselor education, and infusing psychophysiological principles into counselor training. Jack and his wife, Gretchen, are the proud parents of two children, Shannon and Patrick.

Overview

My dad first took me to a "state of the art" automated baseball batting cage when I was eight years old. We knew that a quarter would buy us 25 pitched baseballs; we didn't know that you could choose from three speeds: "majors," "minors," and "little league." When that first pitch came (preset, unknowingly, on "majors!") I experienced panic and fear from speed I can still feel today. I didn't return to the batting cage for two years, keeping my fears to myself, and feigning either superiority or disinterest while friends talked about their batting cage exploits. They stayed away only because they were poor; I stayed away because I was afraid.

Lack of money, fear of unknown technology, and related lack of training may also help explain why personal counseling software is still in its infancy today. The gaps between hardware innovation, software development and counselor utilization are wide and deep. Like the batting cages from my childhood, computerization is underutilized by some who are poor, and others who are afraid or undertrained.

The topics covered in the personal counseling software area are broad and can be classified in several ways. Sampson (1983) categorizes software as Indirect or Direct. Direct (e.g., Health Risk Assessment) programs can be integrated into the ongoing counseling process; and indirect programs (e.g., DSMIII Diagnostic) allow the counselor to gather expert consultation to contribute to the counseling process. A third category appears to be emerging that counselors will need to consider as applicable to the personal and social dimensions. The "self-help" or interactive tutorial system programs (Wagman, 1988) are being developed and offered for computer counseling applications (e.g., Plato DCS). These programs have the potential to be used in the counselor-treatment mode (Direct) or in a fully autonomous "stand alone" form. Unfortunately, all three categories need further development of matching technique with medium of presentation, skills of the counselor constructing the materials, training of counselors using the software, and research on specific use of programs.

Most personal counseling programs run on Apple II's and IBM PC compatibles. Progress toward interconnectivity, with all programs running on all machines, makes startling improvements each year. Two in the Mac, for example, allows Macintoshes to run numerous Apple II programs, while Trackstar 128 allows IBM PCs to do the same. More expensive options, including hardware modification of the computer cards, are also available.

Quality

The extreme differences in the quality of the software available in the personal counseling area demands the potential user to beware! When considering important factors affecting quality and potential effectiveness in use (theoretical orientation, user manual and support, training needed, research, technical problems and presentation, client interaction, feedback and results, content, assessment, report generators and information files), the software available "has miles to go before we can rest" or can be assured of having ideal programs.

The Health Risk Assessment and Plato DCS programs are cited as programs incorporating many of the factors desired in quality programs.

Innovative Developments

Innovative developments, beyond funding, fear, and training hurdles, hold exciting possibilities for counseling. Early attempts to introduce computers to counseling were seen as sequential, rigid, and scientific, denying the spontaneity and impulsiveness that can distinguish the "physical sciences" from the "behavior sciences." Developments and continued improvement, such as artificial intelligence, hypertext, interactive videos, and CD ROM have created environments where human nature can be more accurately simulated. Continued trends toward simulating human behavior can be expected.

A related issue is the traditional notion that counselors work with people, while computer programmers work with machines. Early computer languages were complex, abstract, and very user "unfriendly." Easily understood programming, such as Apple's Hypercard (commonly called "programming for poets"), can open the door for many more counselors to create programs for other counselors. As Macintosh computers allow one to focus on the program, not the computer, so Hypercard allows the counselor to focus on the need, not the programming language. Further, Hypercard is easily interfaced with interactive video and CD ROM, allowing for extensive simulation such as role-playing, decision-making, and consequence formation.

A wide range of other technological advances continues to challenge our senses. Increased memory (e.g., Steven Jobs' NEXT computer) are placing large research projects and database libraries within easy reach. Expanded networking nationally (e.g., Sears/IBM's PRODIGY) makes electronic mail and expert consultation as close as our telephone and affordable as well.

Areas of Need

A number of needs exist today to further assist the implementation of computers into counseling:

Graduate Training. Graduate training programs will need to provide and integrate computer applications into their curriculum (see AACD 1988 Ethical Standards). This can be via an infusion model or required courses that provide an introduction of software available and methods for integrating into personal counseling services. Implementation strategies will emphasize "hands on" training, and will also utilize a more comprehensive process to be successful with institution and client needs (Sampson, 1984; Wagman, 1988).

Ethical Standards. The revised AACD Ethical Standards include ten statements providing guidelines for acceptable professional training and service delivery. It behooves the counselor educator and practicing counselor to examine their "boundaries of competence" to use computer technology ethically in their services to clients.

Research. As need and implementation increase, further research will need to be undertaken to provide empirically based data on procedures and outcomes (Wagman, 1988).

Situation Specific Software. A paucity of software for many groups, including elementary and middle school clients, ethnic minorities and non-English speaking populations, exists today. Broader software development at an affordable price is a critical need.

Future Directions

Voice Activation. Future development of voice-activated programming will further enhance the trend toward user-friendliness and, as technology reaches widespread acceptance, the price will become more affordable.

Holistic, Multidisciplinary Computer Applications. Current counseling software relies on several methods of communication and assessment: self-reporting, performance, or physiological monitoring. In the first method (self-reporting) the client is asked to make a response and the computer, in turn, processes the response into further questions and/or interpretation. The second approach (performance) measures reaction time (as in Coping with Tests) or touch screen response with learning disabled or brain-injured clients. The third method (psychophysiological monitoring) is more often found in counseling-related fields such as biofeedback therapy, in which computers may measure heart rate, skin temperature, EMG (electromyograph) or GSR (galvanic skin response) levels. Increased use of all three domains can be expected as technology moves forward. PET (Positron Emissions Topography) scans, and MRIs (magnetic response imaging), once the exclusive domain of university laboratory researchers, may soon find their way into treatment programs with clients. The counselors of the future may use technology to approach clients holistically, with support from a team of mental health practitioners, using a combination of self-report, performance, and psychophysiological measures.

Selection-Type Implementation Model. In working with school districts, university counseling centers, and mental health and community agencies, one of the most needed factors for successful implementation will be the utilization of a "selection-type implementation model" (Sampson, 1984). The wide differences between counselors in computer technology knowledge will require more comprehensive considerations than to just "place a computer in their office" or offer the "hands-on" workshop approaches. Effective use will need a systematic strategy and comprehensive model for implementing computer applications into counseling and human development service delivery systems.

Suggestions for Counselors

What guidelines should today's wise counseling consumer think about when choosing software? Most importantly, make sure the software in question will work on your machines. Although price generally parallels complexity and quality of programs, find out if the company allows you to return the product if you are dissatisfied. If possible, preview the product through exhibitors at national conventions. Consider whether it is generative (i.e., allows the client to expand their consciousness to trigger growth) or canned and limited. Will it enhance the quality of the counseling relationship, or will it interfere with research-proven qualities of counseling effectiveness? If you don't see what you're looking for, consider creating your own software. Programming is becoming increasingly user friendly, so consider your own design. Many other counselors may be very grateful.

Use of computers, like batting cages, is limited only by funding, fears, lack of training, and other human constraints. Wise counselors of the future will feign neither superiority nor disinterest; indeed they will proactively include the technology of personal counseling software, as they have telephones, tape recorders, and videotapes, into a broad repertoire of "high tech, high touch" effective counseling services.

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Trends and Developments: Software for Career Counseling

Marjorie P. Bridges, Topic Coordinator

Marjorie Bridges edits a newsletter and career-related books for the Career/Vocational Education and Guidance Department in Santa Clara County Office of Education, San Jose, CA. She is also active in the California Career Development Association as a newsletter editor and co-chair of the San Francisco Bay Area Council of CCDA. Marjorie began as a newspaper journalist (B.J., University of Missouri) and later worked at the California Employment Development Department as a job placement interviewer while completing her M.A. in Counselor Education at San Jose State University. She taught career planning in an adult education program and counseled in a school dropout prevention project prior to joining the Office of Education.

Career counseling software is steadily growing in popularity as counselors seek ways to use their advising time to the best advantage.

Some of this software takes the repetitive and tedious jobs away from the counselor. It can speed the analysis of information, sort through hundreds of records quickly, provide instant feedback to the test-taker, interest the hard-to-motivate clients, and provide utterly objective information.

In this section are the career interest, work values, or skill assessments, comprehensive career search systems; banks of information about jobs, software giving instruction in how to search for jobs and write a resume, and programs to advise on keeping a job or getting ahead in a career. Some programs provide information about educational courses and degrees that would be needed to carry out career options. Some are better used by youths than adults, and vice versa. Most are for client use, but some need to be used with close attention from the teacher or counselor.

This software provides various services for the client and counselor, and the counselor should give some thought about what service is most needed. Some questions to be addressed follow.

- Does the student need to be **taught** the "right way" to do something, like make a decision, get job interviews, or write a resume? (And does the software's content fit in with what the counselor usually teaches?) Some software offers both instruction and practice, such as in interviewing for jobs.
- Some programs have quizzes or exercises, allowing an assessment or **evaluation** of career maturity or job hunting skills. The counselor will use this information to decide where to start with the student or client.

- Others **provide information** to retrieve from a large database of job fields or careers. The best programs allow the user to narrow the search by employing more than one criterion.

- A large group of software allows clients to answer questions about their likes and dislikes. The computer **sorts** through this **assessment** data to **match** them to careers in a stored database. Some programs allow users to **prioritize** or rate the importance of some factors, adding another dimension. The outcome is a list of suggested careers to explore.

- The reviewers in this assessment section found the quality of programs differed widely. They seemed to be most pleased with the programs which have been around for several years AND which had been kept updated and improved. The programs benefit by feedback from users, testing under various conditions, and the stimulation of being involved in academic research. Some software has been around for years, but no improvements have been made.

Some good points mentioned in the reviews were:

- programs that allow the user to move freely between sections or modules, and that allow them to back up and change answers before—and after—calling for an analysis or tally;

- programs and documentation that had been written in concert with a career counselor who recognized the need for a career theory base and for linking the software into the entire counseling program at the site;

- programs that enabled printouts of assessment answers and results of the database search, both for the counselee and the counselor;

- documentation that was clear and straightforward, with a good index (some counselors' manuals explained how a "match" to a career was made by answers to assessment questions, some manuals suggested related or follow-up activities and books to read, some provided information about reliability or validity research on the program);

- software that made best use of the computer's strengths, that was not just reading a screen instead of a book; monitor screens that looked attractive and kept the interest of the student by asking for his/her involvement;

- programs (or modules) that fit into a 50-minute class or counseling sessions;

- software that was packaged with correct advice about the exact hardware requirements, such as type of monitor and need for a graphics card; clear instructions as to how to install or start the program; and

- responsiveness of publishers to requests for assistance and in providing needed information; prompt replacement of problem disks.

The complaints seen most frequently were:

- having to re-answer a set of assessment questions if you wanted to change one answer or explore another career cluster;

- bomb-outs for little things like not having key caps engaged, or hitting "return" at the wrong time;

- LONG waiting times while the machine sorted (most prevalent with Apple II users);

- program completion time beyond the class period/interest span of user/usefulness of the program;
- either too complicated or too simple for the audience;
- the investment of time to learn or use the program not worth the output (the program did not enhance the counselor's job or role);
- too few assessment questions to be meaningful;
- incorrect or insufficient information in the instructions;
- hard-to-read screens, little use of graphics, and too much data on each screen; and
- inability to save information for a later counseling session, or print sections of the program.

Sometimes the reviewers found spelling, grammar, or factual/judgmental errors on the screen. In addition, some information was out of date.

Suggestions from the reviewers include: (l) speed could be enhanced and frustration with disk-swapping reduced if the multi-floppy programs could be installed on a hard disk; (2) tighter quality control is needed; (3) a counselor or counseling advisory committee should work with developers; (4) authors should use the advice of graphic artists on composing attractive screens and professional writers in producing the manuals; and (5) the program should be reviewed frequently to make sure the information is up to date, and the program is using current computer technology.

Trends

Compact Disk-Read Only Memory (CD-ROM) players and touch-screens are looming on the periphery of career/vocational software. As yet though, very few counselors have access to the hardware necessary to run the programs.

Vertical markets in the career development field are hot areas for software development. Now there is career search or vocational education software for those in special education or with limited vocabularies. These have simpler language, more use of pictures, and/or a fewer number of careers. Developers have created programs for at-risk youth, adult career-changers, the outplaced, those with disabilities, and those planning retirement. As usual, the attention seems to be placed on markets that are fundable and in the limelight.

Another trend is toward providing IBM PC and Apple II compatible programs. Two years ago, Apple II software dominated the market. Publishers are also trying to respond to users of PS/2 machines, Macintoshes, and Apple IIGS's. Not much is available for Amiga, TRS-80, Texas Instrument, or Commodore machines.

Conclusions

Career counseling software has proliferated in the past two years. Many programs are duplicative. There are over a dozen programs to help one write a resume and scores to do a career assessment. The reviews by AACD and ERIC/CAPS should be valuable to help a counselor sort through the maze.

A counselor considering investing in one of these really has to try out the program to know whether it will be suitable for his/her clients. Try to get the software on a 10- or 30-day trial, rent it, or borrow it. Some companies have a regional representative who can give a demonstration. Companies will furnish a list of users from your area. Visit sites that use it, or talk to users by telephone to find out how they use it in their programs. Visit vendors' booths at regional, state, or national professional conferences, and they will answer questions and demonstrate their software.

Some questions to ask, in addition to those points listed above follow:

1. How much of an investment will be needed in computer paper-per-user? Will a data disk be required for each user?

2. How is confidentiality maintained?

3. Can I use this on a hard disk? Is my present hardware sufficient to run this, or will I need to make more investment in hardware?

4. Will this provide the counselor with a report? (Or are you prepared to duplicate the client's copy?)

5. How much time does it take to learn or use (both from the counselor and the counselee standpoint)?

6. Would it do the job better than your present way? Would it add value to your counseling?

7. Could it fit in with other counseling activities at your site?

8. Is there on-screen "help" or a useful manual? And will the publisher be available for assistance by telephone?

The first software purchase is usually the hardest, with so many factors to keep in mind. But as you try out many programs you will see differences that will make your job easier. Quality software and publishers will become apparent after you examine several offerings.

If you don't find a perfect match with your needs and desires, just wait a year. At the rate the market is growing, surely the ideal program will soon be available!

Trends and Developments: Software for Academic Advising

Helen O'Donnell, Topic Coordinator

Helen C. O'Donnell has been a Guidance Counselor in the Northampton Public Schools for 19 years and president of the Franklin-Hampshire Guidance Association for 5 years. She is the founder and chair of Massachusetts Computers for Counselors (MCC) for the Massachusetts School Counselors Association (MSCA), a topic coordinator for AACD's Counseling Software Review Board, and chair of the first Computer Software Festival for AACD's 1989 Annual Convention in Boston.

Demands are increasing significantly in the counseling and human service profession. Case-loads continue to be high; personal and social needs continue to grow; accountability and report writing are expected to be more detailed; and academic choice/career assessments have become more specific as personal searches continue throughout life. Time management is essential as we cope with numerous deadlines and responsibilities. The technological advances in computer hardware and software offer assistance and solutions. Computer-enhanced counseling services provide manageable methods of dealing with the Information Age; i.e., data storage and retrieval, information management, individualized assessments, record-keeping, processing data, and network collaboration. Slowly the profession is becoming computer-aware, computer-literate, and computer-competent. As users, we look to technology for assistance, quality, efficiency, and compatibility.

Overview

As Topic Coordinator for the Academic Advising area of the Counseling Software Review Board, I have been editing three categories of software. The most common and familiar category includes programs that computerize rote procedures like course selection and college, career, and financial aid planning. These programs ask questions, process data input, search the database, and print out summaries. They are more efficient and accurate than the traditional hit-or-miss approach of tedious catalogue searches and copying data. With computers, the search is easier and more extensive. It is often fun to reenter programs, change choices, and gather additional factual data. Designers of these popular individualized programs, which often include extensive databases, provide annual updating to keep material current.

The second category offers methodical practice and skill development on topics like study skills, test taking, and SAT prep programs. The input-output sequencing of these programs often provides the immediate feedback, explanation, and the drill needed for skill development. However, the ability to read well is essential, for the screens are full of reading materials and eye strain is common. The questions and drill can be redundant and boring, as they tend to be repetitious.

The third and more slowly developing category is the affective domain of programs that attempt to provide analysis and assessment through computer interaction. Good examples are programs that attempt to make efforts to communicate, "listen," and respond. Expressing feeling, building self-image, motivation techniques, and goal-setting are some of the novel wave counseling practices that can be adapted to and reinforced by computer activities. Two relatively good examples are reviewed for this volume. Some team the counselor and client together sharing feelings like Kid Talk I. Others provide an opportunity for individualized activity about feelings and caring for others like The Little Computer People Discovery Kit. The demand is great for this type of software, and usually the available products have limited use. Therefore, I expect growth in this affective domain as innovative and exciting software is developed and marketed. Watch for these products.

Future Directions

Counselor generated programming is an important future step. Currently, the market is dominated by software developed by technicians. Some products are hastily-designed technical products with a narrow focus and a mechanical style. Counselors are disappointed with many of the current products and are suggesting changes to publishers. Good software development is a team effort. As users we should be suggesting and developing program ideas and work with technical staff to produce software. We should encourage and praise the counselors who are taking the risk to develop more appropriate and useful software. Kid Talk I, Career Finder, and College Finder are good examples of counselor generated programs.

Creatively adapting currently marketed software to meet client needs is another growth area. As counselors become more aware of products, they will find increased opportunities to use them. The Print Shop and The Graphic Library Series is a wonderful tool for the teaching of goal-setting (what shall we make?), peer interactions (working together to accomplish the task), group decision-making (which one shall we choose?), and working together (taking turns on the computer). Individualized counseling opportunities include building self-esteem, making and revising choices, and taking risks. Counselors can use the software to make banners with or for clients, motivate the reluctant client, advertise services, etc. If we are willing to be creative, the amount of available software will increase significantly.

Practical Advice

The market for good software is expanding into all educational levels and human service agencies. There are many programs within the same topic area, and software is now marketed compatible to many types of computers. Be aware that the aggressive and appealing advertising promotions may not truly represent the product. Therefore, to justify purchases, counselors should become familiar with what is available, preview it, and carefully evaluate the products before making final choices.

May I suggest a simple selection process, the "SEP Approach—See/Evaluate/Plan." SEE the software package for a cursory visual assessment to determine if further consideration is needed; EVALUATE the purpose, usefulness, and appeal of the program for your clients; and PLAN how the software can be incorporated into your program of services. Once the software has passed the SEP test, a professional assessment of the contents is important. It would be helpful if both the counselor and clients participate in the evaluation. Remember to search for quality and settle only for the best!

Conclusion

Nothing has impacted the counseling profession more significantly than the advent of computers. New theories, professional literature, licensure, films, and media have each affected aspects of the profession, but technology has made a universal impact as personal computers and/or terminals to mainframes have invaded counseling offices. They are received enthusiastically as a panacea to offering increased service, superior management, and more efficient record-keeping.

Our professional commitment must be to gently assist counselors to become aware of computers, allay fears, and make friends with this machine or our counseling offices will soon be divided into the haves and the have-nots. We need not become programmers or computer experts, just competent users for we can no longer deny the impact of technology.

Trends and Developments: Software for Testing

Donald L. Thompson, Topic Coordinator

Donald L. Thompson, Ed.D., is Professor of Education at the University of Connecticut. He is the Testing Topic Coordinator for the AACD Counseling Software Review Board and a member of the Editorial Branch of the *Journal of Employment Counseling*. He also served as a Research Associate at the West Virginia University, Human Resources Research Institute. He has special interest in computer applications in counseling and in testing.

As the title of this article suggests, the primary intent is to provide an overview and a description of the state of the art regarding computer-assisted testing. Testing was one of the first counseling and human development areas to feel the impact of computerization. Because of the unique capabilities of the computer to store, collate and summarize massive amounts of data, computer-assisted testing holds the promise of spurring tremendous productivity gains for human services specialists.

To accurately describe the nature and scope of computer-assisted testing is a large undertaking. Because of great variations in both the manner in which the computer is used and the level of sophistication of the test related software, it is rather difficult to pinpoint where we are at present. It can safely be said, however, that all types of tests and testing related software programs are available in one or more of the computer-assisted formats. Major aptitude, achievement, interest, personality, and career development test instruments are currently available.

Computer assisted testing software is designed to perform three primary functions in the testing process. These include: (1) serving as the administration medium, (2) scoring paper-and-pencil tests, and (3) interpreting scores and generating diagnostic and prescriptive reports for test results produced by on-line computer based tests or paper-and-pencil tests (Wood, 1984). Some computerized programs perform more than one of the indicated functions.

When the computer is used only to score paper-and-pencil tests, data entry is accomplished through batch entry or optical scanning. In batch entry, the test is given in paper-and-pencil format, then a staff person enters the results (either responses to individual items, raw scores or scaled scores) into the computer. The computer provides summative scoring and perhaps some type of visual display of the results in the form of charts or graphs. Optical scanning and mark sensor test scoring has been available for about 50 years according to Brzezinski (1984).

The first computerized test interpretation packages appeared in the early 1960's. This development represents a potent application of the power of the computer to store, select, sort and arrange massive amounts of data. Scoring/interpretation programs have been developed for many popular tests during the last 30 years. The MMPI and the Strong Vocational Interest Blank (now the SCII) are examples of such tests. With scoring/interpretation programs, the test itself is done in advance in the paper-and-pencil format. Data entry is typically accomplished through either batch entry or optical scanning. The computer-generated diagnostic report represents a composite profile of test results based on the respondent's answers to test questions. The report is compiled by linking the subject's test responses to diagnostic statements which have been programmed into the computer database. The adequacy of the test in terms of its psychometric properties, and the quality of the report generated is totally dependent upon the expertness of the human programming efforts in setting up the database and in designing the logic for compiling the report based on a respondent's answers to the test questions.

When the computer is used as the administration medium, the process is called on-line testing. The examinee sits at the computer terminal and enters answers directly into the computer in response to questions and/or other material presented on screen. The first prototypes of microcomputer based on-line testing appeared in the early 1980's, some five years after the first microcomputers were developed. Limitations in memory, processing speed, and available software restricted what the early microcomputers could do in terms of supporting testing efforts. The dramatic increase in the number of microcomputer-based test software packages which have appeared during the last three years suggest that many of these early problems have been resolved. The most advanced microcomputer on-line test packages provide for the administration of the test at the computer terminal, with scores being calculated immediately and a comprehensive diagnostic and prescriptive report generated within minutes after the test is completed by the examinee. The commercial success of microcomputer-based testing is only one indicator of a trend which is likely to have a profound effect on the business of testing.

The sophistication of on-line testing varies greatly. Some programs do nothing more than present questions on screen, provide a simple form for the examinee to respond to, and minimal summative scores or graphs. Other programs incorporate elaborate color graphics and sound as a part of the testing process, and then score and analyze the results. The most advanced assessment tools in this areas are called Computerized Adaptive Tests (CAT). These tests utilize the full capacity of the computer to customize each administration of the test to the unique characteristics of the individual examinee. Programs can accomplish this by using a branching process. Branching in this case refers to the ability of the computer to select different subsets of questions based on the examinee's earlier responses. The examinee can be given feedback on responses, and the timing and speed of test administration can be closely monitored and controlled. This process involves giving each examinee different test questions based on what is most appropriate for his/her level of performance. The computer is particularly suited to the administration of adaptive tests because of the massive data storage capabilities and the branch programming effect noted earlier. CAT is an area where the computer demonstrates a clear superiority over paper-and-pencil instruments (Wainer & Kiely, 1987). Since a CAT involves administering only items that are within the individual's response capability, there is a dramatic reduction in testing time, as well as a reduction in the frustration level of bright and slower testees (McBride, 1986; Wainer & Kiely, 1987).

Two comprehensive assessment batteries which are entirely computer based are MESA and APTICOM. These batteries represent a significant departure from most of the available on-line test programs in that they were designed for exclusive use on the microcomputer, and they incorporate traditional interest and aptitude assessment with extensive performance testing. While some of the performance tests (i.e., peg boards, object assembly, strength, etc.) are not done on the computer, the results are incorporated into the examinee's test file and the diagnostic narrative report integrates the results of these sub-tests. Both of these tests incorporate sophisticated graphics that assess attributes such as the subject's reaction time, spatial skills, color perception, etc. (Thompson, 1986).

Issues and Concerns Regarding Computerized Assisted Testing

Reliability and Validity. It appears that most publishers of computer-based tests assume that if a test has demonstrated satisfactory reliability and validity as a paper-and-pencil instrument, these factors will not be affected if the test is administered by computer. However, some researchers suggest that computer anxiety on the part of the examinee may be a source of error which may contribute to unreliable and invalid test results (Jonassen, 1986). Clearly there is disagreement among testing experts as to the impact of administering tests by computer on the reliability and validity of the results. However, a recent study by Van Sickle and Kapes (1988) suggests that on-line tests do in fact have reliability data equal to, or better than, that of the paper-and-pencil instruments from which they were adapted. Other empirical studies also suggest that the reliability and validity of Computer Adaptive Tests may be higher than that of conventional paper-and-pencil tests (Weiss, 1985). The enhanced reliability and validity result from more precision in the measuring instrument with each subject, as well as fewer measurement variations across different populations (Feuer, 1986; Wisniewski, 1988).

Tests which were designed solely for on-line testing purposes present a somewhat different set of problems with respect to the issues of reliability and validity. Since these tests are usually no more than two to three years old and do not exist in paper-and-pencil format, empirical studies of their psychometric properties may be limited. In many cases, publishers do not address these issues in the manuals which accompany the software. The comprehensive batteries noted earlier (i.e., MESA and APTICOM) are new products which did not exist as paper-and-pencil measures. The scientific data regarding reliability and validity for these instruments is generally limited to that which is provided by publishers from the standardization studies. In all cases where you might select any computerized testing product, it is important to determine if the reliability and validity of the product is appropriate for the population for which you expect to use the instrument. Report generator programs raise questions regarding the validity of the report, in that the programs operate from a theoretical perspective that reflects the author's interpretation of the responses a subject has made to the test questions, and the profile of scores and sub-tests which results from the responses. An explanation of the theoretical perspective should be provided in the software manual, and as a user of the software, you should determine whether the interpretations provided are consistent with your theoretical framework. Research on report generators suggests that the reports have validity equal to that of skilled clinicians (Moreland, 1985).

Cost. Another significant issue when considering computer-assisted testing software is the relative cost. Because of significant variations in development costs and copyright issues, prices vary dramatically for various computer assisted testing products. Tests which were previously copyrighted as paper-and-pencil instruments such as the Harrington-O'Shea Career Decision Making System and the Myers-Briggs Type Indicator are almost always priced on the basis of use. You pay for each test administration you use, the same as you would if you were using paper-and-pencil tests. In most cases you must buy a certain minimum number of administrations. The number of administrations you use is counted by a built-in software device or a black box which is discussed elsewhere. The per administration cost is about the same as paper-and-pencil versions, and you typically get a better end product because the computer scores and analyzes test results.

Companies which have produced tests which are to be used exclusively in microcomputer format or test scoring/interpretation programs frequently sell the use of the software outright (sometimes called flat fee licensing). In this case, once you purchase the software, you are entitled to unlimited use of the original software for no additional charge except perhaps for future updates of the software. In my opinion, even the lowest level of on-line testing programs currently available represents a quantum leap in productivity over paper-and-pencil administration, if for no other reason than the significant time saving in complex test scoring schemes and simple report preparation. If the full power of the computer is used to present a stimulating testing situation through visual displays and provide scoring and sensitive diagnostic reports, the computerized test program can be an extremely powerful tool for the counselor. A straight cost/benefit analysis clearly favors computer based testing when compared to paper-and-pencil instruments. Because of the data storage and retrieval capabilities of computers, the possibilities for the systematic development of national normative databases on a variety of tests is an added benefit that will accrue to the entire testing community.

Confidentiality. A significant problem which surrounds the use of computers in any setting is confidentiality of sensitive data. This is obviously a major concern with testing data. Particular care must be taken with testing programs which store confidential data. If the program operates in an interactive on-line state and supports multiple users, it is critical to have built-in safeguards to prohibit access to unauthorized persons. Many of the newer testing packages have begun to include devices such as passwords, user ID numbers and the like to attempt to address this problem. However, microcomputers, floppy disks and other storage media containing tests and test data must be given the same physical security protection as paper-and-pencil tests and test results.

Copy Protection and "Black Boxes." Since the initial development of commercial software, copy protection has been a major issue with software developers and computer users alike. On the one hand, software developers have a legitimate interest in preserving the proprietary rights of their products. On the other hand, computer users are concerned about being able to use their purchased software in legitimate, but unencumbered ways. Some producers of test related software have an even greater concern with copy protection because their products may be previously copyrighted paper-and-pencil tests which require a charge each time the test is given.

To counter software piracy and unauthorized duplication of software, a variety of copy protection schemes have been devised. Copy protection can take two basic forms. First, it may be built into the software, or second, hardware devices may be used which limit the user's ability to copy and/or run the software. Copy protection which is software based has one major problem. A sophisticated but unscrupulous user can always find a way to copy or otherwise use the software in an illegal fashion. For this reason, many computer-assisted testing programs use hardware based copy protection.

Hardware devices have become known as "black boxes" because many of the early devices were indeed an add-on piece of hardware that resembled a black box. Technically, the correct name for such devices is "software key," since what they do is allow the user to access and use the software. The black box may function in a variety of ways to protect the software from illegal copying. It may function as a decoder for an encrypted program which can only be run after it has been processed through the electronics of the device. In some cases, the black box actually contains missing pieces of the software program, and the program can only be run after the black box sends its materials to the computer memory. In other cases, the black box serves as a "use counter" to limit and/or determine the number of times a test has been given. Since some of the software keys are programmable by the publisher, the key can be customized to the individual user's need (Rex, 1988). Publishers argue that the black box can serve as an effective security device so that users can control and limit the utilization of the software (Spanner, 1984). One company that uses black boxes for several of its testing software programs is Consulting Psychologists Press. Their device is called "Code-A-Lock." The names vary but the functions remain basically the same, to protect the software from being copied and/or to control the number of times a test is administered.

Regardless of how the device actually works, computer users complain that (1) black boxes are inconvenient because they may restrict the use of a given computer to only one program, (2) they often create conflicts with other software or hardware, and (3) their physical presence may create space problems either in or around the computer. Also, if the user wants to transfer the software for use on another machine, he/she must remove the black box and re-connect it to the other machine (Warner, 1985). Software publishers are aware of consumers' concern in this area, and many are working on devices which are more unobtrusive and simpler to use.

Practical Advice to Counselors

If you have not joined the computer revolution, it is time to sign up. The dramatic changes being wrought by the computer, and its impact on testing are just beginning to be felt. Paper-and-pencil tests will not disappear anytime soon, but more and more new instruments will become available in computer format, and most of the current paper-and-pencil tests are likely to be converted to a computer-based format. New and exciting tests which use the dynamic capabilities of the computer will change testing forever.

As with any new endeavor, computer-assisted testing is not without its problems. There are empirical questions about computers and testing that still need to be resolved, and like other types of electronic equipment, computers occasionally present mechanical problems. However, the savings in time and money, as well as the convenience, all argue strongly for the increased use of computer-assisted testing programs. It seems clear that the future of testing lies with computer-based tests. The advantages are such that this appears to be the only conclusion one can reach. Perhaps it is time to again consider the proposal by Meier and Geiger (1986), that graduate students preparing for careers in the helping professions have a basic understanding of computer applications and a course in computer-based testing.

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Trends and Developments: Software for Administration

Diane L. Kjos, Topic Coordinator

Diane L. Kjos, Ph.D., is Outreach Counselor, SAS, and University Professor of Counseling at Governor's State University. She has had extensive experience in teaching, in-service training, counseling and counselor supervision in different settings. Diane is the AACD Counseling Software Review Board Topic Coordinator for Administration.

Administration software plays a supportive role in counseling. It helps counselors be more efficient and effective. The category is so broad that it was necessary to define it as much by what it was not as by what it was. If software seemed appropriate and potentially useful to counselors and it did not fit in one of the other categories, it became administration software.

The reviews in this category provide a representative sample of possible software applications for counselors. Most of the items reviewed were owned and used by reviewers. Thus, they also represent an informal survey of the types of administration software currently used by counselors.

You will find reviews of word processing and related software as well as banner, sign making, menu managing, statistical, and readability packages. There are reviews of data management and record keeping systems which perform a variety of functions. One system, Accountability Series, is designed specifically for counselors to use for record keeping.

General Discussion

Much of the software in this category is for the general market and of high quality. Reviewers rated documentation as good to excellent. Many mentioned the value of the telephone help available from the developer.

Software costs varied from relatively inexpensive ($39.95) to moderate investment ($250). One program, MYSTAT, is available free to Apple Macintosh users.

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Several packages perform multiple tasks which are adaptable to counselor functions. These complex systems take time to learn and some reviewers had difficulty with start up. On the other hand, once learned, they save the counselor valuable time. This makes up for the initial time invested getting started.

Many larger schools have administration software customized for their systems. The counselor market is relatively small and thus designers would expect little return for their research and development investment. In contrast, there is ample high quality, general-market software which can support counselor administration functions.

New Developments

Three developmental areas appear to have application for counselors. The first is the growing development and sophistication of add-on systems that work together. An example of this would be WordPerfect enhanced by adding WordPerfect Library and PlanPerfect. PlanPerfect is a spreadsheet database system that integrates with WordPerfect.

The second area is in expert systems for decision making. RightWriter is an example of an expert system. Decision making systems apply to many areas in counseling, including assessment, problem identification, and scheduling.

New and innovative authoring systems also hold promise for counselors who are willing to invest the time to learn to use them effectively. These systems provide an environment in which counselors can easily develop programs to meet specific needs.

Future Developments

Future developments that adapt general-market innovations to counselors needs might include programs that modify or enhance a commercial package. Thus a counselor application for Appleworks would give the counselor a way to keep case records and schedule appointments. Or, specific formats compatible with various word processing systems would allow for organized case notes or provide an outline for a psychological report.

Several items reviewed work most effectively with a hard drive. Others, such as Menu Express, are specifically for a hard drive. These programs require some new learning on the part of the user who is not familiar with hard drive operating systems. As more counselors begin to get access to computers with hard drives and modems, administrative applications will change.

Practical Advise

Most commercial software is available at a discount. Look for educational discounts. Scan advertisements in computer magazines for discount prices on software that you are sure you want. Be sure that you are getting the latest edition of the software. Some stores allow you to try out software before you purchase it. Watch for return privileges on all software.

Always register your software so you can get notices on fixes and updates. If you are having difficulty getting your software to do something you expect it to do, call the company and ask for help. Many companies have toll-free help lines. Look for user groups with which you can exchange information and ideas to improve your software use.

Compare the time you save by using a particular type of software to the time it takes to learn to use it effectively. Know your own tolerance level. An elegant word processing package is worth little if you have difficulty using it. If you have to spend time reviewing the instructions every time you use a sophisticated data management system, you need a simpler system. If you must know how to program to set up or make changes in a system, it may not be the right system for you.

Look for hidden costs such as special graphic boards or unique operating systems. You should be able to determine special requirements by reading the outside of the package. However, I recently purchased a graphics package that called for an "IBM/PC or compatible." I tried it, unsuccessfully, on three different "compatibles" with three different graphics boards. Then I noted in the documentation that I would need a special graphics board even if I had an IBM/PC original.

Look also for software compatibility. If I purchase a graphics package, for example, I want one that creates graphics that are transportable to my word processing system.

Summary

There is little software designed specifically for administration in counseling. Until there is sufficient market for counselor-specific software in this area, counselors will need to make their own adaptations to commercial packages. Fortunately, there is a wealth of commercially available software. Counselors with imagination, patience, and adequate resources can develop unlimited applications for this software.

Section II:

Software Descriptions

Software for Personal Counseling

GUIDANCE & COUNSELING SOFTWARE

Summary: These thirty programs on eight disks are used with individual students as a basis for either individual or group discussion. The programs enable counselors to work with more students in a variety of ways and to obtain more information.

Hardware: Apple II+, IIc, IIe, 48K; one disk drive; printer optional

Intended Users: Junior high and high school counselors

Contact(s): The Conover Co.

Cost: $69.95 per disk or $495.00 for complete system of 8 disks. Backup disks are available at time of purchase for $10.00 each. Defective or damaged disks are replaced free of charge.

Description: The GUIDANCE & COUNSELING SOFTWARE package consists of two major systems—The Guidance System and The Management System. There are four series of independent programs in each system.

GUIDANCE SYSTEM:

1. Self-Evaluation Series—This disk contains a series of seven programs designed for the client who needs counseling in the area of self evaluation, especially regarding self-esteem. Titles of programs on this disk are: "Look! It's Me," "My Plus and Minus Qualities," "How Do You Feel," "Self-Image Inventory," "Self-Improvement," "Age Focus," and "My Roles in Life."
2. You and Others Series—This disk contains a series of programs designed for the client who needs help with personal relationships. It provides sample situations concerning interaction with others and asks for the action or solution which the client would be most likely to choose. As a self-help series, the computer reviews the client's responses and tells not only the best response, but also why it is best. Titles of programs on this disk are: "So Your Teacher Doesn't Like You," "So Your Principal Doesn't Like You," "So Your Classmates Don't Like You," "So Your Parents Don't Like You," and "So Your Friends Don't Like You."
3. Values Clarification Series—This disk contains a series of six programs designed to identify values. Some of the programs are equipped with accompanying paper and pencil versions which can be taken by other members of the family (especially the parents) and compared to the client's values. Titles of programs on this disk are: "Student Interest Survey," "Values Survey," "Characteristics Survey," "What Would You Do?" "Do You Agree?" and "What Do I Value?"
4. Parent-Adolescent Series—This disk contains three programs designed to aid in the communication between parent and adolescent. They may be used in conjunction with counseling services for the student with family conflicts, or they may be used as self-help programs for those students just wishing to explore their family situations. Titles of programs on this disk are: "The Adolescent: How Are Things at Home?" "Do You Know Your Parents?" and "Successful Communication Skills."

MANAGEMENT SYSTEM:

1. Management Series—The main function of this series of programs is to provide an efficient method of record keeping which will reduce paper work and save time. Titles of programs on this disk are: "Attendance Records," "Student Information," and "Disciplinary Referral Program."
2. Grading Series—The Grading Series is actually two programs in one. The first is a system for storing and reading grade files and the second is a further breakdown of information contained in the first program. Titles of programs on this disk are: "Grades Program," and "Grades & More Grades."

3. Student Information Series—This disk contains three programs designed to obtain information about the student or client. The counselor can use this information to help develop plans for current, new, or graduating students. Titles of programs on this disk are: "Student Survey," "New Student Questionnaire," and "Future Plans Survey."

4. Counselor Contact File—This program is appropriate for use by counselors, social workers, principals and other non-teaching personnel who wish to keep a record of their student contacts. Information in this file can be used for year-end reports, reports on follow-through of IEP's, reports to parents on student contact sessions, reports to the courts of probation on individual students, and reports to other outside agencies.

   Input features include: student one-on-one contacts, student group contacts, parent contacts, staff contacts, and other.

   The user puts in date, student name, grade and nature of the contact. Output features include: a listing of the whole file, information on a given student, all contacts on a given date, and a listing of contacts by type. Also available are contact totals for each type and grade level.

LIFE COPING SKILLS SERIES

Summary:	This series of four programs helps students take a look at themselves and see what effect their attitudes and actions have on others.
Hardware:	Apple II, 3.3 DOS, 48K
Intended Users:	Middle school students and up
Contact(s):	Society for Visual Education
Cost:	$300.00, includes four disks and guides
Description:	"Building Relationships" examines personal, societal, employment, and family interactions and shows how to use communication skills to improve troubled relationships. "Forming Positive Behavior" helps users recognize their own self-defeating behaviors and develop techniques for eliminating them.

"Increasing Self-Esteem" addresses the question of self-concept and its effect on a person's life. Students learn simple methods of dealing with feelings of negative self-worth. "Communication Skills" focuses on these skills as the keys to establishing rewarding relationships. After a close look at their own communication patterns, students work to improve communication skills in both their jobs and personal lives.

ADOPTION AGENCY

Summary: This program is designed to illustrate how values influence decisions, as students judge which couple should be allowed to adopt a child.

Hardware: Apple II

Intended Users: High school students

Contact(s): Queue

Cost: $49.95

Description: Students are formed into groups of judges and each group must decide which of the couples will or will not be permitted to adopt children. Each couple has filled out adoption forms which describe their backgrounds. The forms can be displayed on screen or given in a paper print-out to the teams. Data is then entered into the program, and later it is revealed how many chose each couple to adopt a child.

MASTER BUDGET CALCULATOR

Summary: This program gives the user a clear idea of how his/her money is spent in relationship to various values.

Hardware: IBM, 128K; Apple, 64K, 80-column display; printer optional

Intended Users: Those who wish to create real or hypothetical budgets

Contact(s): CIASA
Wintergreen Software

Cost: $98.00, includes one disk and manual; backup disk $15.00; ten packs for $539.00

Description: This program includes three parts: (1) Expenses Totaller, in which the user can enter 12 types (58 items) of expenses and obtain subtotals and gross income needed; (2) Week/Month/Year Converter to do instant calculations on three time frames to calculate the effects of cutbacks on budget; (3) Budget Formulator to create one's own budget formula by choosing the percentage of income to spend on each of the 12 types of expenses. Once completed, the budget may be saved on disk or printed out. *(This description pertains to the version developed in 1985.)*

Note: See Section III for a review of this program.

ON BECOMING A HERO

Summary: In this program students learn to identify the most important values in their lives.

Hardware: Apple II series, 48K; IBM PC; Commodore 64

Intended Users: Students in grades 7-12

Contact(s): Career Aids, Inc.

Psychological Psoftware

Cost: $39.50, includes one disk and documentation

Description: Without imposing a preconceived value system, ON BECOMING A HERO teaches students how to accept changes taking place and how to make the right choices within their own value systems. Problem-solving situations encourage students to make important decisions and evaluate priorities. *(This description pertains to the version developed in 1984.)*

VALUES AND THE WORK ETHIC

Summary:	This program focuses on values and their importance to workplace success.
Hardware:	Apple II series, Apple III; TRS-80 Models III, IV; IBM PC, AT, XT
Intended Users:	High school students
Contact(s):	Education Associates
Cost:	$79.95, includes one disk and two copies of "Values: Where Do You Stand?" and a backup disk
Description:	VALUES AND THE WORK ETHIC discusses the origin and importance of the work ethic and associated values, how values guide the choice of a job, and behavior on the job. The user determines his/her own values which s/he will keep and use for job success. *(This description pertains to the version developed in 1985.)*

VALUES AUCTION

Summary:	Students learn the payoffs of different work worlds and determine what their goals are in a game format.
Hardware:	Apple II, IIe, 48K, DOS 3.3; TRS-80 Models III, 48K; IBM PC, 64K
Intended Users:	Junior high and high school students
Contact(s):	Cambridge Career Products Career Aids, Inc. Career Development Software Conover Company K-12 MicroMedia Opportunities for Learning
Cost:	$79.00 for single-year version (Cambridge Career Products); $150.00 for three disks and user's manual plus courseware exercises with free annual updates
Description:	Students learn the importance of exploring major reward systems in various work environments and of determining what rewards are important to them. Part I: Students bet against the computer for one of the nine major work values. The highest bid "wins" the value. This approach exposes students to the notions of: diversity, individuality, and balance (deals with rationing money and effective planning). Part II: Explores each of the nine work values in depth with some thought-provoking approaches. The nine values branch to career areas that require these values. The value of helping other people, for example, branches into these career areas: allied health, teaching, home economics, counseling, and social work. Other values include prestige, security, money, power and authority, independence, creative expression, variety, and homelife. These values also branch into careers that make use of them. Part III: A 25-item quiz that tests the student's retention of the concepts found in the VALUES AUCTION interpretations. *(This description pertains to the revised version developed in 1987.)*

UNDERSTAND YOURSELF

Summary:	This program contains a series of self-assessment instruments administered entirely by the client.
Hardware:	IBM and compatibles, Apple, Tandy (requires 48K)
Intended Users:	Late teens, adults; high school and college students, agencies
Contact(s):	Dynacomp, Inc.
Cost:	$29.95
Description:	Ten tests in this series provide basic information about the self. The tests include: The Assertive Test, The Conscience Test, The Manipulative Test, The Personal Equation Test, A Test of Marital Adjustment, Measurement of Personal Adjustment, Individual Scale of Values, Preferred Activities Test, and A Test of Sexual Attitudes. The user controls the administration and the pace, and can print out the scoring results for individual tests. Note: See Section III for a review of this program.

VALUES CLARIFICATION SERIES

Summary:	This program may be used to teach students about the concept of values and the importance of values in their lives.
Hardware:	Apple II, IIe
Intended Users:	High school students
Contact(s):	Career Aids, Inc.
Cost:	$79.95
Description:	Students will learn how to identify and clarify their own values and others', as well. Titles are: "Student Interest Survey," "Values Survey Program," "What Would You Do?" "Do You Agree?" and "What Do I Value?" Note: See Section III for a review of this program.

WHO AM I?

Summary:	WHO AM I? gives students the opportunity to explore their behavior and values.
Hardware:	Apple II, IIe; TRS-80 Models III, IV, 48K
Intended Users:	Junior high and high school students
Contact(s):	Cambridge Career Products Career Aids, Inc. Education Media Corp.
Cost:	$39.95
Description:	This computer program enables students to assess their use of money, examine their self-concepts, and learn how to manage stress in their daily lives. Love, power, security, status, autonomy, general self-image, thinking, and social relationships are discussed.

COLOR YOUR WORLD

Summary: This two-disk program instructs about the use of color, and explores how color affects personalities and influences people.

Hardware: Apple IIc, IIe, 128K

Intended Users: High school students and adults; art, home economics, and psychology classes

Contact(s): Teaching Aids, Inc.

Cost: $82.50, includes two disks, backups, and teacher's guide

Description: In the disk, "Colorful Climates," students are introduced to color schemes, color mixing, and moods created by different color combinations. Students get a chance to decorate rooms using their own colors and patterns. "A Colorful You" evaluates the student's best personal colors through analysis of hair, eye, and skin color. Students explore their feelings associated with various colors and find out how their favorite and least favorite colors are related to their personalities. The program also covers ways in which colors can influence people.

DREAM MACHINE

Summary: This is a program to evaluate and help analyze dreams.

Hardware: Apple II series, 48K, 3.3 DOS; IBM PC; Commodore 64

Intended Users: High school students through adults

Contact(s): Psychological Psoftware

Cost: $49.50, includes disk and 12-page book

Description: With this program the user can gestalt his/her dream images and understand what dreams mean. Also on the disk are helpful tutorials, a dream dictionary with over 200 listings, and a dream log where dreams may be filed. *(This description pertains to the version developed in 1984.)*

HANDWRITING ANALYST

Summary: The user describes a handwriting sample by answering multiple-choice questions, and the program compiles a description of the writer's personality.

Hardware: IBM PC or compatible, 256K; Apple II, 64K; Macintosh, 512K

Intended Users: Teenagers through adults

Contact(s): CIASA
Wintergreen Software

Description: The HANDWRITING ANALYST breaks the complexities of handwriting into about 60 multiple-choice questions. The manual illustrates each choice and the user picks the answer that looks most like the writing. The user can look at a short sample of writing, a signature, or both. Then the HANDWRITING ANALYST composes a report including:

- Physical and Material Drives
- Personality Style
- Emotional Characteristics

- Social Behavior
- Intellectual Style
- Vocational Implications

The user can ask for a Quick Report (a thumbnail sketch of the writer's personality) or a Detailed Report (more elaboration and explanation of each trait).

Based on 235 separate items, each report is unique. The user can obtain insights into the personalities of people he/she has known for years as well as people never met.

The program was developed by Garth Michaels, a career counselor and graphologist who conceptualized the program and wrote the script; Marilyn Maze, a career counselor and software designer who computerized it; and Dorothy Hodos, a graphologist and past President of the American Handwriting Analysis Foundation, who contributed the theoretical background and fine-tuned the reports for accuracy. It can be used as an ice breaker for a hard-to-reach client, as a fund-raiser, or to better understand people. *(This description pertains to the version developed in 1986.)*

Note: See Section III for a review of this program.

KID TALK I

Summary:	This program provides a tool for counselors to establish rapport and open communication with students.
Hardware:	Apple II, 64K
Intended Users:	Elementary and middle school students
Contact(s):	Unaweep Software
Cost:	$49.95
Description:	The counselor, a student, and "Carly," (the computer) are teamed in a three-way interaction. The professional sets agenda topics (feelings, emotions, divorce, peer relationships, self-concept) and the computer provides the student with an easy and non-threatening way to respond. The five areas of interaction include: (1) Telling about Yourself, (2) Liking Yourself, (3) Behaving Yourself, (4) The Blackboard, and (5) System Maintenance.

Note: See Section III for a review of this program.

LITTLE COMPUTER PEOPLE DISCOVERY KIT

Summary:	This software contains a simulation game to help students explore and understand their own needs and those of others.
Hardware:	Apple II series, one disk drive; Commodore 64/128
Intended Users:	Elementary, middle, and high school students and families
Contact(s):	Activision Home Computer Software
Cost:	Not listed
Description:	A little computer person (LCP) moves into a three-story house-on-a-disk with a dog. The LCP depends on the user for meeting both physical and emotional needs, and communicates through

the computer. While entertaining, the game stimulates introspection and expression of feelings and caring.

Note: See Section III for a review of this program.

THE LUSCHER PROFILE

Summary:	This is a computer program to analyze a person's personality based on his/her reaction to colors.
Hardware:	IBM PC, PCjr., 128K; Apple II, IIc, IIe, 64K; Macintosh; Commodore 64
Intended Users:	Adults, supplementary to other personality assessments
Contact(s):	Jefferson Software
Cost:	$39.95, includes one disk and instructions
Description:	This software is said to be based on 35 years of psychological research by Swiss psychologist, Dr. Maxwell Luscher. Users can test themselves or their friends about their choice of colors and receive a computer analysis of what the colors reveal about their psychological condition. The profile is widely used in medicine, psychology, education, and industry. The personality analysis covers: one's mood, needs, desires, goals, behavioral motivations, coping with stress and problems, how one handles inner conflicts, attitude toward emotional involvements, reasons for one's actions, how one responds to challenges, and what one expects from the future.

MIND OVER MINORS

Summary:	This program presents an individualized approach to enhance child and parent/teachers/ counselors interactions.
Hardware:	Apple II, 48K; IBM PC, 128K
Intended Users:	Teachers, counselors and parents
Contact(s):	Wintergreen Software
Cost:	$49.95
Description:	There are two separate editions--one for parents and one for teachers. In each, a manual and two computer diskettes provide a menu that includes: instructions, a portion that assesses the adult, a portion that assesses the child, the ability to print out the report, and information upon exiting the program. A report provided at the end of the program covers the interaction between the client and the child being assessed and suggests issues to pursue further. Note: See Section III for a review of this program.

MULTIDIMENSIONAL PERSONALITY EVALUATION

Summary:	This is a personality test for the layperson interested in self-knowledge.
Hardware:	Apple; IBM PC; printer

Intended Users: Students grades 7 and up

Contact(s): Psychological Psoftware
Career Aids

Cost: $89.50, includes backup disk and free pamphlet, "Suicide Prevention and the MPE"

Description: Two hundred multiple choice questions evaluate personality on these dimensions: passivity, assertiveness, aggression, manipulation, rigidity, creativity, conformity, dependency, expediency, sociability, warmth, pessimism, optimism, conservatism, trust, genuineness, energy, sensitivity, anxiety, depression, and insecurity. The interpretation report is written in non-clinical language, with narrative as well as a chart of scores. The multiple choice test takes about one hour and is for normal adult personalities.

PLEASE UNDERSTAND ME

Summary: This is an interactive personality analysis of people's needs, motivations, desires, and behaviors.

Hardware: Apple II series, 48K; IBM PC, 64K

Intended Users: Students

Contact(s): Career Aids
CDS

Cost: $89.00, includes three disks and one copy of the book *Please Understand Me*

Description: After answering more than 65 questions, students receive insight into their psychological type, temperament, career interests, and relationships with others (interpersonal, social, and domestic). The uniqueness of an individual is stressed. The program is related to the book, *Please Understand Me.*

TOOL BOX FOR EMOTIONAL AND SOCIAL GROWTH

Summary: This program contains a set of personal counseling tools for teaching about feelings.

Hardware: Apple II series

Intended Users: Counselors and teachers working with K-12 students

Contact(s): Peak Potential

Cost: $950.00

Description: Goals of this program are to (1) help children identify and express feelings appropriately, (2) give practice and feedback, and (3) monitor and document change. Two components, "Feeling Facts/Feeling Fables" and "How Did I Feel?," compliment the other nine: "Vocabulary Cards," 62 feeling words; "Mad-Sad-Glad Game," a group interaction board game; "Crazy Cards," a collection of 180 social skills building activities; "Role Plays," the beginnings of 50 dialogues to act out; "Activity Lessons," a book of ideas for group and individual leaders; "Goal Group," a group structure on goals; "Fast Process," a format for problem-solving; "Maps," visual representations of feeling words; and "The Big Book," a structure to motivate individual responsibility for growth.

Note: See Section III for a review of this program.

VINELAND ASSIST

Summary:	VINELAND ASSIST is a microcomputer scoring system (ASSIST) for the Vineland Adaptive Behavior Scales which measure personal and social functioning.
Hardware:	Apple II+, IIc, IIe, DOS 3.3
Intended Users:	School psychologists, educational diagnosticians, social workers
Contact(s):	AGS (American Guidance Service)
Cost:	Survey—$104.00; Expanded—$104.00; includes two diskettes and manual
Description:	VINELAND ASSIST allows one to obtain derived scores by entering the raw scores. Derived scores that can be obtained are: standard scores, national percentile ranks and stanines, adaptive levels, and age equivalents. Supplementary norm group percentile ranks and adaptive levels may also be generated. Significant maladaptive behavior is indicated. *(This description pertains to the version developed in 1985.)*

AT EASE!

Summary: Individuals can learn and practice relaxation exercises with this program.

Hardware: Apple II, IBM PC, 3 1/2" or 5 1/4" disks

Intended Users: Clients individually or in groups

Contact(s): Multi-Health Systems

Cost: $70.00

Description: Seven relaxation techniques are offered, including progressive muscle relaxation, relaxation imagery, and quick relaxation. Techniques vary from active to passive and in the verbal skills required. Session length ranges from 20 seconds to 20 minutes. When a technique is chosen from the menu, the user receives general instructions, is prompted through relaxation steps, and a printed description can be made for home practice. This can be useful for cognitive rehabilitation, biofeedback procedures, or anxious and depressed patients.

CALMPUTE

Summary: CALMPUTE is a biofeedback program that monitors stress levels and teaches how to reduce tension.

Hardware: Apple II, IIe, 48K

Intended Users: High school students through adult

Contact(s): Career Aids

Cost: $99.95, includes one disk, one Galvanic Skin Response Unit (GSR-2) with cables, instruction manual

Description: CALMPUTE measures the level of tension through galvanic skin response, or expansion of pores. Simply by thinking, a tension-producing thought creates changes that can be measured by the computer. The changes show up as geometric patterns which can change color and shape as the subject relaxes. By seeing these changes, users can learn to control their level of stress. The program includes Calmprix, a game in which the calmer the user remains, the faster a car races across the screen. The GSR-2 unit is included with the program.

COPING WITH STRESS

Summary: By using cognitive therapy methods, the program leads the user to control his/her reactions to stressful events.

Hardware: Apple IIe; IBM PC and compatibles

Intended Users: Adults desiring to help themselves

Contact(s): Psycomp

Cost: $129.95, includes two disks and documentation

Description: The client is taken through 11 sessions in which he or she examines daily and more unusual stress situations, thoughts, feelings and behavior. The lessons help him/her realize how to control stress.

Note: See Section III for a review of this program.

HELP-STRESS

Summary: This program helps users to learn to control the stress in their lives. Special versions are available for police officers and teachers.

Hardware: IBM PC, 3 1/2" or 5 1/4" disks

Intended Users: Clients individually or in groups

Contact(s): Multi-Health Systems

Cost: $295.00 for standard version; $495.00 for multi-user version; $495.00 for police or teacher versions, both of which are multi-user

Description: Based on principles of active learning and cognitive-behavioral theory, this software offers training in stress control. The program is interactive and individualized, based on earlier client responses. It can be used concurrently by up to 24 people.

I CAN

Summary: Students learn to cope with and better understand stress.

Hardware: Apple II, IIe, 48K

Intended Users: High school students

Contact(s): Career Aids, Inc.
EISI

Cost: $ 29.95
$ 39.95 with backup
$209.65 Site License
$209.65 Network Version

Description: The basic purpose is to promote awareness of the kinds of options available to better manage stress. The user is asked to identify stressful situations, indicate the intensity of stress felt, and consider the hints offered for relieving such symptoms.

JOB STRESS AND BURNOUT: COPING AND PREVENTION

Summary: JOB STRESS AND BURNOUT is a set of 10 multimodal exercises designed to enhance one's job and reduce stress and burnout.

Hardware: Apple II series, 48K minimum, one disk drive, printer optional

Intended Users: High school and college students, adults

Contact(s): Cambridge Career Products
Career Aids
Educational Media Corp.

Cost: $39.95

Description: JOB STRESS AND BURNOUT approaches stress and burnout through job enhancement. The ten exercises in this program include a variety of approaches, from story-telling to direct suggestion. The exercises are named the Stress Self-Test, Routines, Schedules, Some New Ideas, Examples of Work Goals, A Strange Story, Rules for Goals, Work Frustrations, Time Management, and Contracting. At the conclusion of each exercise, the user is encouraged to record what she or he has learned; this material is then recalled from the disk in the Contracting section for use in designing a behavioral contract.

LEARNING TO COPE WITH PRESSURE

Summary: This is a computer program using biofeedback to help students learn to reduce stress and develop effective relaxation techniques.

Hardware: Apple II series, 48K

Intended Users: Any elementary or secondary student; especially good for emotionally disturbed or "test anxiety" students

Contact(s): Sunburst Communications

Cost: $99.00, includes GSR monitor, disk backup, teacher's guide

Description: A Galvanic Skin Response monitor is included with this program to measure subject's pore and sweat gland activity. In a road racing game format, the subject practices stress control through relaxation exercises.

M.A.R.T.: A GUIDE FOR THE PREVENTION OF MANAGEMENT STRESS

Summary: This program is a practical guide to stress overload prevention and intervention.

Hardware: Apple II series, 48K, 3.3 DOS; TRS-80 Model III, 48K

Intended Users: Managers and supervisors

Contact(s): Cambridge Career Products
Career Development Software

Cost: $99.00 (Career Development Software); $125.00 (Cambridge)

Description: The M.A.R.T. disc is organized around the four steps found in the MART PROCESS: "Awareness," "Reduction," "Toleration" and "Management." Each of the above four steps form single programs located on the disc. Awareness is a 40-item quiz that allows the student/worker to identify major stress points in one or more of the major seven stress areas: change, role clarity, under use, overload, organizational structure, peer relations, and personal work world. The second section of the Awareness portion is the "Manager's Motivations" section. This questionnaire is designed to educate and evaluate managers according to how they need and use power, achievement, and belonging. Reduction introduces practical conflict resolution techniques. Toleration is a suggested attitude when one can't reduce the source of stress.

Individual work styles discussed include: The Linear Style (achievement oriented), The Steady State Style (security), and The Spirals (many short term tasks). Management occurs when the right person is matched with the right job and results in high productivity. Three major organizational structures are noted: The Amoeba Structure (new company expanding), The Adolescent Structure, and the Square Structure (been around for ages).

STRESS AND THE YOUNG ADULT

Summary: This program enables students to assess and deal with stress in their lives.

Hardware: Apple II, 48K

Intended Users: Reading level is grades 4-5; interest level is grade 9 through adult

Contact(s): Cambridge Career Products
EISI
Opportunities for Learning

Cost: $54.95 (Opportunities for Learning); $59.95 (Cambridge Career Products and EISI); includes disk and backup

Description: Students take a test to help them recognize stressful situations. They decide which situations they can control, change, or eliminate.

STRESS MANAGEMENT

Summary: Students learn the importance of managing stress in their lives.

Hardware: Apple II, IIe, 48K; IBM PC; Commodore 64

Intended Users: Students and adults

Contact(s): Cambridge Career Products
Career Aids, Inc.
Psychological Psoftware

Cost: $39.50, please specify adult or student version

Description: After defining stress and its causes, this program enables students to measure their own stress levels and determine possible causes. Students are provided with a graph of their stress levels and tips for reducing stress.

TEENAGE STRESS PROFILE

Summary: This program can assess which areas of a user's life are most stressful and can also identify stress symptoms.

Hardware: Apple II series, printer optional

Intended Users: Junior high and high school students

Contact(s): Teaching Aids, Inc.

Cost: $99.00, includes one disk, backup, and teacher's guide

Description: TEENAGE STRESS PROFILE can be used alone or with a counselor. The teenager answers a series of questions relating to stress in six areas: family, individual, social, financial, environmental, and school. Then questions related to physical and psychological symptoms s/he may be experiencing are provided. In the progression through the questions, the computer identifies specific problems and makes suggestions on how to deal with them. A printout of the stress profile is also available.

TOTAL STRESS MANAGEMENT SYSTEM

Summary: Students can use this program to reduce stress through behavior modification.

Hardware: Apple II series, 48K; IBM PC, 64K

Intended Users: Students grades 7 and up

Contact(s): Career Aids
Psychological Psoftware Company

Cost: $89.50, includes one disk, instruction sheet

Description: The computer acts as a therapist to guide the user through the exercises. Part I includes sections on stress in general, a stress graph and scale, and a self-evaluation. Part II contains remedial methods such as assertiveness training, de-sensitization, exercise imagery, meditation, behavior modification, self-hypnosis, relaxation, time management, and thought control. Each program describes the techniques and leads students through exercises to develop the necessary stress control skills. *(This description pertains to the version developed in 1986.)*

BLUEPRINT FOR DECISION MAKING

Summary: This is a program that provides practice in making decisions.

Hardware: Apple II series, 48K

Intended Users: Teenagers

Contact(s): Career Aids

Cost: $54.95, includes one disk, backup, and documentation

Description: This activity uses examples of problems involving peers and parents. Students are encouraged to ask for more information and consider the consequences of alternate decisions. Also, students make up their own problems and decide how to handle the situation. The goal is to learn how to make important decisions and approach these choice points with an improved attitude. *(This description pertains to the version developed in 1985.)*

DECISION MAKING—A METHODICAL APPROACH

Summary: This software relies on a tutorial and a simulated problem situation to teach decision making.

Hardware: Apple II

Intended Users: High school through adult

Contact(s): Career Aids

Cost: $55.00, includes one disk, backup, and user's manual

Description: A thorough analysis of all viable options is encouraged in this program to teach decision making. A tutorial introduces the basics of making a decision. A simulated problem reinforces and gives practice on solving problems. The student responds to a series of methodical questions analyzing each option and rates each one in a variety of categories. Based on the user's analysis, options are ranked from most to least favorable by the computer.

DECISION MAKING AND PROBLEM SOLVING

Summary: This program presents seven different ways of making decisions.

Hardware: Apple II, IIe, 48K

Intended Users: Junior high and high school students

Contact(s): Career Aids, Inc.

Cost: $39.95

Description: For each of the seven decision making strategies, students are presented with an introduction to the problem, an example, and a personal application. Students work their way through each of these decision making strategies: Knowing Your Absolutes, Brainstorming, Evaluating Choices, Positive and Negative Forces, Attribute Awareness, Yes and No, and Stimulating Questions.

THE IDEA GENERATOR

Summary: This program presents a structured approach to problem-solving and planning.

Hardware: IBM PC and compatibles, 256K

Intended Users: Grade 9 to adult

Contact(s): Experience In Software, Inc.

Cost: $195.00 (30% discount to educational institutions); includes the program disk, a user's guide, and the book, *The Art of Creative Thinking*

Description: The IDEA GENERATOR helps students deal with personal, academic, or career problems. Users are led step-by-step throughout the program, beginning with defining problems and goals. Next, using seven techniques, they generate up to 120 ideas and determine the best ones. A printout is available using predefined reports. The program takes 45 minutes to two hours to complete. *(This description pertains to the version developed in 1985.)*

Note: See Section III for a review of this program.

MAPS: METHODICAL AID TO PROBLEM-SOLVING

Summary: This counseling software is designed to help high school, college and adult populations with general problem-solving, using social learning theory as a basis.

Hardware: Apple II series, 48K minimum, one disk drive, printer optional

Intended Users: High school students to adults

Contact(s): Educational Media Corp.

Cost: $39.95

Description: Based on social learning theory, MAPS is a self-help program that works most effectively as an adjunct to counseling. MAPS helps the user assess a problem in terms of: (a) motivation to solve the problem; (b) what are the skills and knowledge needed to solve the problem; and (c) does the user have the confidence necessary to do the acts necessary to solve the problem. After answering these questions, the user is presented with graphics and text that summarize the material and present suggestions to aid problem-solving.

SIMULATION CONSTRUCTION KIT

Summary: Students use the computer as a problem solving tool in simulated dilemmas and issues that they create themselves.

Hardware: Apple II series

Intended Users: Students in grades 7 to 12; supplementary activity for gifted students

Contact(s): EISI
Hartley
Opportunities for Learning

Cost:	$79.95, includes master disk, backup, tutorial disk, sample simulation disk, tutorial student materials, and teacher's guide
Description:	No computer programming knowledge is required. There are step-by-step instructions in the manual and on the computer screen as students design, research, flowchart, and program their own computer models of virtually any human problem. Simulated activities come from the student's imagination, but there is a sample situation, "Big Trout National Park," to get the students started. Students learn that decisions are rarely simple. They must predict the outcome of a decision and be prepared for the long-range consequences. Created simulations are self-booting and can be saved, copied, and traded with other classes and schools. Teachers can also write their own simulations to be used as instructional materials.

IMPROVING YOUR SELF-CONCEPT

Summary: This is a program offering pupils a chance to assess themselves and learn how to be more assertive and confident.

Hardware: Apple II, 48K

Intended Users: Reading level grades 3-4; interest level grades 7 to adult

Contact(s): Career Aids
Opportunities for Learning

Cost: $54.95 (Opportunities for Learning); $59.95 (Career Aids); includes disk backup, and guide

Description: Students assess their strengths, weaknesses, likes, dislikes, and roles. With an interactive, question-and-answer format, they are taught ways to be more assertive, honest, and self-assured. *(This description pertains to the version developed in 1987.)*

Note: See Section III for a review of this program.

SELF-EVALUATION SERIES

Summary: This program can be used to assess personality strengths and weaknesses.

Hardware: Apple II series, 48K

Intended Users: Students, teachers, counselors

Contact(s): Career Aids

Cost: $79.95, includes one disk, backup, and manual

Description: This software is composed of sections entitled "Look, It's Me," "My Plus and Minus Qualities," "How Do You Feel?" "Self-Image Inventory," "Self-Improvement," "Age Focus," and "My Roles in Life." It covers the range of personality types from shy to rebellious.

BE A WINNER: SET YOUR GOALS

Summary: This interactive program is designed to aid students in analyzing their abilities, values and aptitudes and how these relate to personal goals.

Hardware: IBM PC, XT, AT (or compatible) with 256K minimum and CGA or Hercules graphics card with appropriate monitor. Apple II (with Applesoft in ROM or on Language card), Apple II+, IIc, or IIe, 48K minimum and an appropriate monitor, preferably color. Also needed is an 80-column printer hooked up to the computer.

Intended Users: Middle school and above

Contact(s): Microcomputer Educational Programs

Cost: Not available

Description: The five components to this program on goal setting are: goals, values, aptitudes, abilities, and the cost. Each may be run separately. A printout of responses is available after completing the program. Each segment takes 10-20 minutes to complete, depending on the reading level of the student. A fifth grade minimum reading level is assumed. A complete print-out of responses is provided.

Note: See Section III for a review of this program.

MOTIVATION: GO FOR IT

Summary: This program provides information and exercises about job motivation.

Hardware: Apple II/III; TRS-80 Models III, IV; IBM PC, XT, AT

Intended Users: High school students

Contact(s): Education Associates

Cost: $79.95, includes one disk, backup, and two copies of "Motivate Yourself to Success"

Description: After giving examples of different types of motivation, the program offers questions for users to determine what their own motivational factors are. It ranks the responses and discusses jobs that relate to the user's highest motivational choices. *(This description pertains to the version developed in 1985.)*

THE PUPPET

Summary: This program teaches taking responsibility for one's actions.

Hardware: Apple II

Intended Users: Students in grades 3 through 6

Contact(s): Career Aids
Psychological Psoftware

Cost: $39.50, includes one disk, backup, and manual

Description: Pookie the Puppet tells how he has relinquished control of his behavior by allowing other people to pull his strings. This program teaches students that they are responsible for their own behavior and must accept the consequences of their behavior.

SPECTRUM-I

Summary: This computer program will assess, score, and generate a report on four motivational factors: accomplishment, recognition, power, and affiliation.

Hardware: IBM PC and compatibles, 256K, one disk drive

Intended Users: Personnel administrators, HRD professionals, psychologists, counselors

Contact(s): Institute for Personality and Ability Testing (IPAT)

Cost: $479.00, includes documentation, manual, and warranty

Description: This assessment is useful in decisions related to promotions, selection, and career development. Median reliability coefficient for survey scales is .82. Norms are based on a national sample of more than 1,000 adults tested in 1983 or later.

Note: See Section III for a review of this program.

OVER50

Summary: This software is designed to enhance self-understanding/personality and life/career/leisure planning.

Hardware: IBM PC, Apple II computers and compatibles, DEC Rainbow, and Macintosh, a parallel line printer

Intended Users: Agency/community counseling clients, business/industry employees, personnel department, counselor education placement center, private counseling practice

Contact(s): Constructive Leisure

Cost: $75.00

Description: This interactive program contains four modules: (l) needs (a list to rate) , (2) values (situations to rank), (3) attitudes (extent of agreement with situations presented), and (4) a summary of the scores on the first three modules. An explanation of the scores and suggestions for improvement and change are provided.

Note: See Section III for a review of this program.

LIVING ALONE

Summary: This program assists young people in making decisions that enable them to achieve independence.

Hardware: Apple II

Intended Users: Grades 9 to adult, reading level grades 3-4

Contact(s): EISI

Cost: $59.95, includes disk and backup

Description: Students are encouraged to make careful decisions about values and goals as they run this program. They consider decisions such as choosing a roommate, renting an apartment, and budgeting.

PERSONAL SKILLS

Summary: This set of three disks helps students prepare for the adult world.

Hardware: Apple II series; IBM PC and compatibles

Intended Users: Junior high and high school students

Contact(s): Teaching Aids, Inc.

Cost: $35.00 for each disk, includes documentation

Description: The three programs available are:

DECISION MAKING—Students learn how to make rational decisions and apply this thinking process to the real world.

THE AGE OF RESPONSIBILITY—Students learn the rights and responsibilities they acquire when they reach the age of 18.

FRIENDS AND YOU—Young people are taught pointers for making and keeping friends in this discussion about personality, attitudes, likes and dislikes, and abilities.

POSITIVE PARENTING

Summary: This program is designed to prepare students to meet the challenges of parenting.

Hardware: Apple II

Intended Users: Grade 9 through adult, reading level grades 3-4

Contact(s): EISI

Cost: $59.95, includes disk, backup and guide

Description: Students learn about the problems of parenthood as they progress through this interactive program. Responses are tailored to the students' circumstances.

THE SELF-INSTRUCTIONAL MANAGEMENT SYSTEM (SIMS)

Summary:	This program guides students in a self-directed learning situation.
Hardware:	Apple II series, 48K
Intended Users:	Grade 7 to adult
Contact(s):	Sunburst Communications
Cost:	$195.00, includes two diskettes, backups and teacher's guide
Description:	In this unique program, students can achieve success in self-directed learning. It includes assistance in planning, scheduling, recording daily progress and tracking learning attitudes. It gives continued feedback to the student. At the same time, it allows the teacher or counselor to monitor each student and correct his or her records.

SURVIVAL SKILLS SERIES

Summary:	These microcomputer programs are written on easy reading levels and teach how to get along in the world outside school.
Hardware:	Apple II; TRS-80, IBM PC
Intended Users:	Teenagers through adults
Contact(s):	Mind Training Systems
Cost:	SURVIVAL SKILLS SERIES consists of three separate series; Work Series ($210.00 for the complete set), Personal Finance Series ($315.00 for the complete set), and Personal Consumerism Series ($280.00 for the complete set). Individual disks may be purchased for $35.00 each.
Description:	Lessons are written on 5th grade and 3rd grade reading levels. Programs in the Work Series are: "How to Get and Hold a Job," "The Job and You," "Self-Concept and Your Work," "Part-Time Jobs," "New on the Job," and "Interviewing." Personal Finance Series programs include "How to Finance a Car," "Money," "All About Interest," "Metrics and You," "Eating for Good Health," "You and Insurance," "Credit," "Real Cost," and "Understanding Checkbooks-Statements." Personal Consumerism titles are "Tips on Buying a Used Car," "Reading an Advertisement," "Consumerism and You," "Shopping in a Comparative Way," "Laws for Consumers," "Consumer Fraud," "Consumer Help," and "Understanding Labels."

BARN (BODY AWARENESS RESOURCE NETWORK)

Summary: This program provides private and non-judgmental health information, behavior change ideas, and sources of referral on a wide range of health topics.

Hardware: Apple II

Intended Users: Students in grades 7-12

Contact(s): Encyclopedia Britannica Educational Corp.

Cost: $1195.00 for this entire package; $169.00 to $419.00 per module

Description: The individual BARN program can be used with groups or individually. Indices include: "Who to Call for Help," "Body Care," "Stress" (includes communications), "Beer and Drugs," "Sex," and "Smoking." The computer conveys information through conversation, games, and interactive interviews. The program can be localized with names and addresses of agencies. The program was extensively researched and tested on thousands of teenagers and evaluated for behavior change and impact on their lives. FAMILY BARN focuses on teaching communication skills and facilitating discussions at home. *(This program is updated regularly.)*

BITS, BYTES AND THE BRAIN

Summary: This program compares the brain and computer in terms of function and malfunction, and offers advice on how to assist someone in an epileptic seizure.

Hardware: Apple II series, 48K, one disk drive

Intended Users: School nurses, teachers, students, grades 1-3

Contact(s): Epilepsy Foundation of America

Cost: Free (plus postage and handling) to educators; includes two-sided disk, activity sheets, vocabulary

Description: BITS, BYTES AND THE BRAIN provides basic information about the nature and causes of epilepsy and offers practical advice on how to help someone who has a seizure. The program compares the operation of the human brain to that of the central processing unit ("brain") of the computer; then it shows what happens when the computer malfunctions and when the brain malfunctions. Graphics are used throughout the program which is narrated by "Chip," a friendly microcomputer chip. Average time to go through the program is thirty minutes. Not copy-protected. *(This description pertains to the version developed in October, 1987.)*

CHRONIC PAIN BATTERY

Summary: This program collects a wide range of medical, psychological, social and behavioral information to assess chronic pain.

Hardware: IBM PC

Intended Users: Chronic pain clients

Contact(s): Multi-Health Systems

Cost: $165.00, includes 10 administrations; $381.00, 25 administrations

Description: The Pain Assessment Questionnaire-Revised covers five topics: demographic and social history, medical history, behavioral learning factors, psychological factors, and client problem ratings.

EXPLORING YOUR BRAIN

Summary: EXPLORING YOUR BRAIN focuses on the brain, its malfunctions, and the appropriate social responses.

Hardware: Apple II+, IIe, 48K, 5 1/4" disk drive, Applesoft, DOS 3.3

Intended Users: Counselors, teachers, and students grades 7-12

Contact(s): Epilepsy Foundation of America

Cost: No charge (while supply lasts)

Description: EXPLORING YOUR BRAIN focuses mainly on brain structure and neuronal communication; it also helps students to understand that an epileptic seizure is a result of neuronal malfunction and to know appropriate social responses. It helps banish old myths and improve the social acceptance of epileptics. Four units use color graphics and animation and include mastery tests. The average lesson time is 10 minutes. There is no recordkeeping and it is not copy-protected or list-protected.

HEALTH RISK APPRAISAL

Summary: HEALTH RISK APPRAISAL allows students to dialog with the computer about health-related behavior and receive suggestions for improving their habits.

Hardware: Apple II, IIc, IIe, 48K; TRS-80 Models III, IV, 48K; IBM PC, 64K

Intended Users: Junior high school students to adult

Contact(s): Cambridge Career Products
Career Aids
Teaching Aids, Inc.

Cost: $99.00, includes one disk, backup and training guide

Description: In the first of three parts, the computer gets the vital statistics of the student and then presents the risks of dying from the ten leading causes of death for people of that sex, race, and age. The second section individualizes the risks of each cause of death by asking 40 questions on personal habits (smoking, drinking, drugs, etc.). As each question is answered, the computer gives immediate feedback regarding the increase or decrease of mortality risk. The last section shows how specific mortality rates could be reduced by changing certain health behaviors and calculates the decrease associated with each change.

KEEPING SAFE

Summary: This is a computer simulation program to gently alert children to potentially dangerous situations.

Hardware: Apple II series

Intended Users: Grades K-7

Contact(s): Marshware

Cost: $49.95, includes disk and teaching guide

Description: This program (with color graphics) features Buddy and Sally who have simulated experiences requiring choices to be made by the user; such as, answering the phone while alone or being followed or approached by a stranger. Children are guided and supported to learn principles of personal safety.

NEVER FAT AGAIN

Summary: Through behavior modification techniques, this software directs a person through a weight loss program.

Hardware: Apple II series; IBM PC

Intended Users: People who want to lose weight

Contact(s): Psychological Psoftware

Cost: $49.50

Description: Learn about eating habits and see how to change how one eats, not what one eats. The goal is to lose weight safely and permanently without calorie counting or measuring food. Subliminal messages also program the subconscious mind for weight loss. *(This description pertains to the revised version developed in 1985.)*

ALCOHOL AND HEALTH

Summary:	This package allows people to make informed decisions about alcohol use.
Hardware:	Apple II
Intended Users:	Grades 7 and above
Contact(s):	Cambridge Career Products
Cost:	$120.00, includes two disks, teacher study aids, documentation
Description:	The first disk emphasizes the personal effects of drinking, and the second disk discusses the social aspects of alcohol use. Tutorials are interactive and include: Reasons for Drinking Alcohol, Physiological Effects of Alcohol, Peer Influence on Drinking, Alcohol and the Law, Drinking and Driving, and Alcoholism. Review tests follow each tutorial.

ALCOHOL—AN EDUCATIONAL SIMULATION

Summary:	This program teaches about the physical, emotional, and social effects of drinking alcohol.
Hardware:	Apple II+, IIc, IIe, 48K, 5 1/4" disk drive, Applesoft, DOS 3.3
Intended Users:	Students grades 5-16
Contact(s):	Marshware
Cost:	$49.95
Description:	This program teaches about the effects of drinking alcohol. It enables students to control consumption of food and hard and soft drinks by up to six people at a party and to see the effects. The program covers alcohol and its physical, emotional and social effects on an individual; blood alcohol content level and its significance; and reading a Blood Alcohol Content (BAC) graph.

ALCOHOL DECISIONS: DRINKING AND DRIVING

Summary:	With this software, students are helped to make effective decisions about drinking and driving.
Hardware:	Apple II series
Intended Users:	High school students
Contact(s):	Teaching Aids, Inc.
Cost:	$69.00, includes one disk, backup, and teacher's guide
Description:	ALCOHOL DECISIONS includes a driving simulation, a questionnaire that evaluates personality traits that may affect drinking decisions, a section that graphically displays the physiological effects of different levels of alcohol consumption, an open-ended decision-making section where students can see possible consequences of various choices, and a data base that describes sources of help.

CHEMICAL DEPENDENCY ASSESSMENT PROFILE (CDAP)

Summary:	This is a structured interview program evaluating the spectrum of alcohol and/or drug use.
Hardware:	IBM PC and compatibles
Intended Users:	Counselors, psychologists, practitioners
Contact(s):	Psychologistics, Inc.
Cost:	$295.00, includes unlimited use diskette
Description:	The CDAP evaluates alcohol and drug use, including history of dependencies, patterns, reinforcement dimensions of use, beliefs about use and dependency, self-concept, and interpersonal relations. The profile investigates alcohol use, use of other drugs, and mixed or poly-drug abuse patterns. The CDAP can be administered on the computer or by paper and pencil questionnaire. A 3-6 page narrative report is generated, organizing the obtained information for case conceptualization and treatment planning. Reports may be printed and/or saved to a text file which can be accessed by word processor for modification or additions. *(This description pertains to the revised version developed in 1986.)*

CONSUMERS GUIDE—PRESCRIPTION/NON-PRESCRIPTION DRUGS

Summary:	This program covers various aspects of over-the-counter drugs.
Hardware:	Apple II+, IIc, IIe, 48K, 5 1/4" disk drive, Applesoft, DOS 3.3; IBM PC/PCjr., 64K, 5 1/4" disk drive, PC-DOS
Intended Users:	Students, grades middle school through college
Contact(s):	Intellectual Software
Cost:	$44.95
Description:	This program describes the active ingredients/contents of drugs, methods of use, effects of various over-the-counter and prescription medications, and generic substitutes. Average lesson time is 35 minutes. This is copy- and list-protected.

DRUG ABUSE

Summary:	DRUG ABUSE is a program that teaches about a variety of drugs in a non-condescending approach.
Hardware:	Apple II; TRS-80 Models III, IV; IBM PC
Intended Users:	Junior high school students to adult
Contact(s):	Career Aids Intellectual Software Queue
Cost:	$39.95 for TRS-80 and IBM versions; $49.95 for Apple; includes one disk and teacher's guide with management features

Description: All major drugs are covered in this software: cocaine, cannabis, minor tranquilizers, LSD, solvents, alcohol, amphetamines, caffeine, sedative hypnotics, opiates, tobacco, antihistamines, and PCP. Students can learn the active ingredients/contents, methods of use, preparations, short- and long-term effects, prevalence of use, and legal status of the drugs. The Apple version has a built in management system that keeps scores for ten students.

DRUG ALERT!

Summary: This is an interactive role-playing graphics game that informs students about drugs and alcohol.

Hardware: Apple II

Intended Users: Grades 5-9

Contact(s): Mindscape
EISI

Cost: $39.95 includes teacher's guide, lesson plans and reproducible activity charts

Description: In this program, the students try to rescue a friend from drug dependency and gather facts about the symptoms, medical implications, history and street names of commonly used drugs. They use the information to solve problems and find their way through a maze of rooms. They learn to think critically in solving problems related to substance abuse. The program includes an on-line handbook, a database of 45 drugs with their descriptions, effects of overdose and withdrawal, legal status, and other facts.

DRUGS

Summary: This program covers a multitude of topics related to drugs.

Hardware: Apple II+, IIc, IIe, 48K, 5 1/4" disk drive, Applesoft, DOS 3.3; IBM PC, PCjr., 64K, 5 1/4" disk drive, PC-DOS

Intended Users: Students grades 7-16

Contact(s): Intellectual Software

Cost: $39.95

Description: DRUGS describes the active ingredients/contents, methods of use, preparations, short- and long-term effects, prevalence of use, and legal status of various drugs. It includes cocaine, cannabis, minor tranquilizers, LSD, solvents, alcohol, amphetamines, caffeine, sedatives, hypnotics, opiates, tobacco, antihistamines, and PCP.

DRUGS: THEIR EFFECTS ON YOU (DISK I)
DRUGS: WHO'S IN CONTROL (DISK II)

Summary:	Disk I of DRUGS tells about the positive and harmful effects of drugs and how to say no to drug abuse. Disk II reinforces Disk I with role play in simulations.
Hardware:	Apple II series
Intended Users:	Grades 4 to adult
Contact(s):	Marshware
Cost:	$49.95 each, includes program disk and teaching guide; $84.00 for the set
Description:	The first program describes the good and bad aspects of drug use, how it can lead to abuse, and the effects of peer pressure. A quiz is included. The second disk allows students to work in groups, role playing computer-generated simulated situations requiring decisions. *(This description pertains to the revised version developed in 1987.)* Note: See Section III for a review of this program.

IF YOU DRINK

Summary:	This program provides an educational tool about alcohol use and abuse for adolescents and adults.
Hardware:	IBM PC 5 1/4", IBM PC 3 1/2"; Apple
Intended Users:	Junior high, high school, and college students
Contact(s):	Multi-Health Systems
Cost:	$100.00
Description:	This program is comprised of four parts: (1) an alcohol quiz, (2) a simulated breathalizer test with graphs showing how blood alcohol contents are calculated, (3) a test of attitudes toward drinking and driving, and (4) an alcohol and drugs component that presents a database of interaction between alcohol and 16 commonly prescribed medications. Note: See Section III for a review of this program.

THE SMOKING DECISION

Summary:	This program uses decision-making situations to help students form opinions about their use of cigarettes.
Hardware:	Apple
Intended Users:	Grades 6-12
Contact(s):	Sunburst
Cost:	$65.00, includes diskette, backup, and teacher's guide
Description:	An interactive program, THE SMOKING DECISION uses colorful graphics to reinforce the content. The program encourages students to make their own decisions on whether or not to smoke.

SMOKING: IT'S UP TO YOU

Summary:	This program allows students to examine several topics related to smoking.
Hardware:	Apple II+, IIc, IIe, IIGS, 5 1/4" disk drive, Applesoft, DOS 3.3. A Corvus network version is also available
Intended Users:	Students grades 7-12
Contact(s):	MECC
Cost:	$39.00
Description:	This program allows students to examine several smoking related topics. Included among them are health risks, cost considerations, immediate effects, and personal attitudes.

TOBACCO—TO SMOKE OR NOT TO SMOKE

Summary:	This program lets students try smoking decision options and see the consequences in simulated situations.
Hardware:	Apple II, II+, IIe, IIGS, 48K
Intended Users:	Grades 4 to adult
Contact(s):	Marshware
Cost:	$49.95, includes disk and teaching guide
Description:	In a simulation, students follow a computer "friend" from age 15 to 70 after deciding whether the friend will smoke or not. Students learn social, psychological, physical, and occupational consequences of the decision. A tutorial afterward reviews smoking facts and problems. A quiz is included. *(This description pertains to the revised version developed in 1985.)*

AIDS SOFTWARE SERIES

Summary: These two disks provide an understanding of Acquired Immune Deficiency Syndrome (AIDS).

Hardware: Apple II

Intended Users: Junior high and high school students

Contact(s): Marshware

Cost: $54.95 each; $94.00 for both disks and teaching guide

Description: The first disk is a tutorial and quiz administered on-line, called "AIDS: The New Epidemic." Students learn symptoms, prevention, transmission and testing for the disease. Questions missed on the subsequent quiz are explained. The other program is "AIDS: The Investigation" and allows students to test, in a game format, their knowledge of how AIDS is spread. The student fills the role of a health investigator when a baby is born with AIDS. The student uses information learned on the first disk to determine the events that caused the contracting of the disease. *(This description pertains to the version developed in 1987.)*

ASK ME

Summary: This program covers commonly asked questions posed by adolescents about sex.

Hardware: Apple II series, 48K

Intended Users: Junior high school students

Contact(s): Career Aids

Cost: $99.50, includes two disks, insert

Description: This program was designed by two junior high counselors who wanted a way to answer students' questions about sex without embarrassment or lectures. ASK ME stresses self-esteem for self and others and has a straight-forward question and answer format covering body changes, birth control, sexual intercourse, pregnancy, and sexually transmitted diseases from both a male and female perspective. It contains a glossary of terms cross referenced to popular slang words.

FROM THE BEGINNING—MENSTRUATION

Summary: This software explains the menstrual process and the female reproductive system.

Hardware: Apple II series, 48K

Intended Users: Upper elementary, junior high, and high school students

Contact(s): Career Aids

Cost: $55.00, includes one disk, backup

Description: Students use FROM THE BEGINNING to learn about the female reproductive cycle, menstrual flow, sanitary protection, exercising, Toxic Shock Syndrome, menopause, and how to use a menstrual calendar. There is a worksheet and a test on the disk that can be copied.

SEXUALLY TRANSMITTED DISEASES

Summary: This is a simulation/tutorial program to educate students about sexually transmitted diseases (STD's).

Hardware: Apple II series, 48K

Intended Users: Junior high school students and up

Contact(s): Career Aids

Cost: $55.00, includes one disk, backup, and manual

Description: The various types of STD's (gonorrhea, syphilis, AIDS, herpes, etc.) are explained, stressing their harmful effects and the need for treatment. The student is led through a simulation of an irresponsible sexual relationship and its possible STD consequences. Graphics demonstrate how these diseases can spread through the population if left untreated. A quiz at the end measures the student's knowledge.

TREATING SEXUAL PROBLEMS

Summary: The first program in this developing series concerns measures to overcome erection problems.

Hardware: Apple IIe; IBM PC and compatibles

Intended Users: Adults

Contact(s): Psycomp

Cost: $129.95, includes two disks and literature

Description: This interactive 10-session program clarifies frequently-held misconceptions and introduces corrective measures to overcome the problems. The user is guided through practical and easy-to-understand ways to make the desired changes, using the principles of cognitive therapy.

VENEREAL DISEASE

Summary: This program offers instruction about the various venereal diseases.

Hardware: Apple II series, 48K; IBM PC, PCjr., 64K

Intended Users: High school students through adult

Contact(s): Career Aids
Intellectual Software
Queue

Cost: $34.95, includes disk, teacher's manual and user's guide

Description: This software describes the diseases, types of treatment available, causes, transmission, prevention, effects, and current research. It covers syphilis, gonorrhea, herpes, and AIDS. This is a self-paced program with a quiz.

THE ART OF COMMUNICATION

Summary:	The software is designed to help persons improve or save personal relationships, from business to romance.
Hardware:	Apple II series; IBM PC; Commodore 64
Intended Users:	Students grades 7-12 and adults
Contact(s):	Psychological Psoftware
Cost:	$39.50—specify adult or student edition
Description:	This program teaches communication and active listening skills. It asks questions about a particular relationship, then gives an analysis of the relationship and advises the user how to proceed in the relationship.

ASSERTIVENESS TRAINING

Summary:	Students learn the value of asserting themselves in particular situations.
Hardware:	Apple II, IIe, 48K; IBM PC
Intended Users:	Junior high and high school students
Contact(s):	Cambridge Career Products Career Aids, Inc. Psychological Psoftware
Cost:	$39.50
Description:	ASSERTIVENESS TRAINING assesses the current assertiveness levels of students and defines the art of assertiveness through tutorials. Students learn that being able to say "no" does not have to make them feel guilty.

BODY LANGUAGE ANALYSIS

Summary:	With this program, a student learns to become aware of non-verbal communication taking place, and how to interpret signals.
Hardware:	Apple II
Intended Users:	Junior high school students to adult
Contact(s):	Career Aids
Cost:	$90.00, includes two disks with backup, manual
Description:	This is designed to increase self-awareness of one's non-verbal communication toward others. The students learn how others react to this subconscious language and how they themselves view it. Students study mixed signals and how to interpret them. In the second disk, students evaluate each other's (but not their own) body language signals by answering 25 questions. There is a game to evaluate body messages at the end of the disk.

COMMUNICATION SKILLS

Summary: With this program, students learn to work and communicate better with each other.

Hardware: Apple II

Intended Users: Students, grade 6 and up, adults

Contact(s): EISI

Cost: $59.95, includes disk and backup

Description: Students learn such communication skills as attending, determining goals of both parties, and creating positive expectations. The goals of the software are to have students learn communications signals, explain the effects of at least three listening skills, demonstrate listening skills in a taped conversation, define the goal of the partner's message, be familiar with the law of similar response, and analyze negative expectations.

FAMILY COMMUNICATIONS

Summary: This software is designed to help families improve communication, reduce conflicts, and develop better relationships.

Hardware: MS-DOS computer, printer

Intended Users: Families

Contact(s): Target Communication Corp.

Cost: $59.95

Description: The software accepts input about behavior style, analyzes information, and evaluates each family member. A printout is generated to evaluate and give advice and programs for improving relations and communications with each member. Ways to improve or "blend" styles are included. *(This description pertains to the version developed in 1987.)*

THE FIRST DATE . . . A SIMULATION

Summary: This program encourages students to choose appropriate reactions to 15 common experiences associated with beginning to date.

Hardware: Apple II series

Intended Users: Junior high school students and up

Contact(s): Teaching Aids, Inc.

Cost: $65.00, includes one disk, backup, and teacher's guide

Description: This program may be used for large groups or individuals. The user can access the program at the point in the simulation where he or she previously left off. Situations investigated include parental and sibling involvement in dating, the use of the telephone, selecting dating activities, friendships and peer pressure, reacting to sexual advances, offering of drugs and alcohol, and coping with jealousy and rejection. After finishing the simulation, the student can play the review game, "Fifteen," which uses the points made in the simulations.

HEART-TO-HEART

Summary: This software contains an instrument designed to pinpoint problem areas and improve communication between couples.

Hardware: IBM PC or compatible with 256K

Intended Users: Four-year college/university, agency/community counseling, private practice

Contact(s): Interactive Software

Cost: $49.95

Description: The core of the program is a comprehensive set of 180 to 200 questions spanning 12 important areas of relationships, including finances, sex, and personality differences. Questionnaires are completed by both parties separately, then together they review the feedback provided by the program. Versions of the questionnaire include: unmarried, pre-marital, unmarried with children, married without children, and married with children. A summary of responses is displayed in a chart indicating which of the 12 areas each person rated as "greatest strengths" and "needs improvement," and is followed by further narrative feedback for the couple to discuss.

Note: See Section III for a review of this program.

HELP-ASSERT

Summary: In this program the user can increase appropriate assertive communication at work and home, in public situations, and in personal relationships.

Hardware: IBM PC, 3 1/2" or 5 1/4" disks

Intended Users: Adults in groups or individually

Contact(s): Multi-Health Systems

Cost: $295 (standard); $495 (multi-user)

Description: The user will learn to key concepts of assertiveness and assess his/her current assertive communication skills. The nine, 30-minute sessions give the user a chance to set personal goals, explore personal beliefs, and learn techniques to change.

HELP-ESTEEM

Summary: This program helps people develop realistic and positive self-images.

Hardware: IBM PC, 3 1/2" or 5 1/4" disks

Intended Users: Separate versions for youth and adults; individuals or in group settings

Contact(s): Multi-Health Systems

Cost: $295 (standard); $495 (multi-user)

Description: This program trains the client to make constructive changes in her or his life. It teaches concepts using cognitive, affective, and behavioral methods and encourages higher level thinking and creativity. Presentation is interactive and individualized, based on clients' previous responses. Each of the 121 sessions requires 40 minutes or less and fits into a counseling or classroom session. Tested times for completion of all units ranged from five to nine hours. The multi-user version can be used by up to 24 people concurrently.

THE LISTENING INVENTORY

Summary: THE LISTENING INVENTORY is a resource tool for diagnosing the strengths and weaknesses of listening skills; there are also lessons to develop better listening abilities.

Hardware: Apple II series, 48K

Intended Users: Junior high school students and older

Contact(s): Career Aids

Cost: $55.00, includes diskette, backup, and documentation

Description: This is designed to compare students' educational, conversational, and recreational listening skills. It features interactive animated lessons to keep the students' interest. A volleyball analogy draws attention to the role of listening in verbal interchanges. It includes strategies for improving one's listening ability. *(This description pertains to the version developed in 1985.)*

THE MARRIAGE COUNSELOR

Summary: This is a program designed for couples to evaluate the strengths and weaknesses of their marriage.

Hardware: Apple II; IBM PC

Intended Users: Married couples

Contact(s): Human Perspectives, Inc.

Cost: $44.95, includes program and 35-page manual

Description: This is not intended to provide the same service as a professional marriage counselor. It is for the general public. The program asks a series of questions and both husband and wife respond whether they agree or disagree. Each answer is assigned a weight while the program totals in the areas of love, communication, money, sex and children. It then evaluates strengths and weaknesses and where the marriage can be improved. If the program recognizes a serious problem, it recommends that the couple see a real marriage counselor at once. *(This description pertains to the version developed in 1987.)*

MY REAL FEELINGS ABOUT SCHOOL

Summary: This software allows teachers and pupils to evaluate their classroom along six dimensions as a vehicle for classroom climate improvement.

Hardware: Apple II+, IIc, IIe, 64K; IBM PC, XT, AT and compatibles; one disk drive, optional printer

Intended Users: Teachers, guidance counselors, administrators of grades three to eight

Contact(s): Edumetrics Publishers

Cost: $140.00, includes software and documentation only

$185.00-$220.00, includes school software package (room for 32 classes, unlimited re-use), 300 student response forms (150 pre- and 150 post-), and manual, which includes the *Climate Improvement Guidebook*

$9.00, demonstration package

Description: Students fill in a 30-item questionnaire that taps their feelings about six areas: sense of belonging, view of teachers, classmate acceptance, school atmosphere, sense of success, and class togetherness. Results are then scored by each student, and thereafter entered by an adult into the computer for a thorough analysis of the six factors by individual, class, grade level, and school site. The manual provides guidance as to how the results can be used in the classroom discussion, and how to interpret the results to identify children needing counseling and classroom/gradewide/schoolwide issues that need attention. Pre- and post-tests are provided.

NONSEXIST CHOICES

Summary: This package introduces students to bias-free communication skills.

Hardware: Apple IIc, IIe (80 columns); IBM PC, XT, and compatibles

Intended Users: Junior high school students and up, communication skills classes, business English classes, employee training and development programs, women's studies

Contact(s): Wintergreen Software

Cost: $125.00, includes two-disk program, instructor's manual, 22 illustrations suitable for transparencies, a thesaurus of bias-free alternatives for 135 sexist words.

Description: This program teaches how to recognize sex-biased language and how to re-write passages using bias-free language, generic man references, equality in job titles, dealing with pronoun problems, nonsexist letter salutations, the nonsexist thesaurus, and more.

Note: See Section III for a review of this program.

PEER INTERACTION PROFILE

Summary: This sociometric instrument yields information about classroom dynamics and peer relationships.

Hardware: Apple II+, IIc, IIe, 64K

Intended Users: For use with students in first through eighth grades

Contact(s): Edumetrics Publishers

Cost: $85.00, includes software

$185.00, includes introductory package, with software, 30 sort-boxes, and 30 accordion inserts (re-usable)

Description: Using photocopies of class pictures at early grades, and printed names of students at later grades, students place each peer's picture or name into one of three colored boxes on their desk according to whether "this is a classmate you'd LIKE to be with in a fun group," "a classmate you'd rather NOT be with in a fun group," or "someone you can't decide about." This takes about 25 minutes of class time. The teacher collects the results and enters them into the computer for analysis. Data entry should take about 30 minutes. The computer will provide the social dynamics of the class in bar-graph and text reports. A menu offers the teacher or counselor various ways of dividing the class into small workgroups (four or five children each) according to the peer interaction data. Helpful interventions can then be introduced, the PIP re-administered, and pre- and post-comparisons made to determine improvement.

THE WINNING COMBINATION

Summary:	Four programs teach interpersonal communication and self-management skills.
Hardware:	Apple II; IBM PC
Intended Users:	Grades 9 to adult, reading level grades 5-6
Contact(s):	Career Aids EISI
Cost:	$219.95, includes four disks and backups, guides; or, $59.95 for each program
Description:	The four programs in this series are:

- "Be a Winner: Be Motivated"—Program users see that perceptions, attitudes, and values are related to their motivation style. A printout suggests attitudes that will lead to success.
- "Be a Winner: Set Your Goals"—Students analyze their own abilities, values, and aptitudes and use this information to outline their future plans and set short- and long-term goals.
- "Be a Winner: Be Assertive"—Students learn to discriminate between assertive, non-assertive, aggressive, and non-assertive-aggressive behavior. The use of "I" messages is emphasized.
- "Be a Winner: Negotiate"—This program points out the characteristics of fair negotiation, and users are encouraged to connect their personal needs with the needs of others in a negotiation.

YOU AND OTHERS SERIES

Summary:	This program teaches the best ways to get along with others.
Hardware:	Apple II series, 48K
Intended Users:	High school students
Contact(s):	Career Aids, Inc.
Cost:	$79.95, includes diskette, backup, and manual
Description:	Students are led through interactive simulated problem situations where they are required to choose a best solution. The computer reviews each response and reveals which solution is most beneficial and why. Note: See Section III for a review of this program.

CLINICAL INTERVIEWS

Summary: The user interviews a computerized client.

Hardware: IBM PC or compatible, Apple II series, or Commodore 64/128

Intended Users: Counselor education or counselor training program students

Contact(s): Clinical Interview

Cost: MS-DOS and Apple: $40.00; Commodore 64/128: $30.00

Description: A simulation of an initial interview, this program provides practice in the counseling skills of reflecting, attending, and probing. The goal is for the trainee to elicit as much information from the "client" as possible. Each disk contains five clients and each interview should last approximately two hours. Features include the ability to temporarily step out of the interview and review one's progress, and then immediately re-enter.

Note: See Section III for a review of this program.

COUNSELING PROCEDURES

Summary: COUNSELING PROCEDURES includes sixteen tutorial lesson programs on eight cassettes covering counseling theories and techniques.

Hardware: Atari 600/800 XL and Master Cartridge ($9.95); Apple II, II+, IIe; Commodore 64 and Conversion Kit ($99.00)

Intended Users: Counselors

Contact(s): Dorsett Educational Systems

Cost: $59.90 plus Master Cartridge or Conversion Kit; includes 16 lessons on 8 computer cassettes

Description: This is a tutorial covering cognitive and affective counseling theories, counseling techniques, career and group counseling, and much more. All lessons include audio narration. *(This description pertains to the version developed in 1982.)*

PSYCHOLOGICAL PROBLEMS

Summary: This is a tutorial on psychological and personality disorders.

Hardware: Apple II

Intended Users: Grades 7 to 12

Contact(s): Intellectual Software
Queue

Cost: $34.95, includes two disks

Description: This program describes abnormal disorders including paranoia, depression, schizophrenia, fears and phobias.

SCHOOL TRANSACTIONS: TEACHERS, STUDENTS, PARENTS

Summary: Users are presented with real-life problems and the effects of various communication styles on solving problems.

Hardware: Apple II, 48K

Intended Users: Teachers, administrators

Contact(s): Conduit

Cost: $50.00 for each of four disks

Description: The program explores the effects of different ways of handling the problems that arise from human interaction. Disk 1 presents a letter to the editor written about the teacher and administrator, a fight between a student and another teacher, an uncooperative librarian and students who steal material from the classroom. Disk 2 deals with students who appear to be doing no work, sleeping in class, cutting class, a despondent student and a student who appears to be taking drugs. Disk 3 contains problems encountered with cheating, a disturbance in detention hall, a love note from a student, and handling a request for a special favor. Disk 4 asks how the teacher or administrator would deal with prank phone calls, broken lab equipment, teaching sexual education, getting students to cooperate on a group project and handling a student who wants to do an exciting but potentially troublesome project. Users choose from and explore the effects of a variety of styles and strategies.

Software for Career Counseling

CAREER PLANNING SYSTEM

Summary: This program presents a career exploration system designed for special needs students.

Hardware: Apple IIc, IIe, 48K, two disk drives, Epson LX-80 printer, joysticks, color monitor desirable but optional

Intended Users: Special needs students in middle school, high school, and other agencies

Contact(s): The Conover Company

Cost: $1,495.00, includes free biannual updates

Description: Developed by the National Center for Research in Vocational Education, this program was field-tested using special needs students with mild retardation, learning disabilities and behavioral handicaps capable of reading at the 3.5 grade level. It includes an instructor's manual, student guide, and an abbreviated 2-page summary of the start-up procedures. The two modes of CPS are "Direct Entry Access" (no student data is retained) or "Full Management System," which holds up to 15 students' data, retains students' records, creates rosters, and performs other database sorts. The student first reads the "Interest Sort," then reviews the "Interest Areas." Students may change and reenter data in subsequent sessions.

Note: See Section III for a review of this program.

CAREER PLANNING SYSTEM—GROUP INTEREST SORT (CPS-GIS)

Summary: This is an interest-screening device designed for young students to help identify vocational interests based on activities familiar to this age group.

Hardware: Apple II series, two disk drives, printer, filmstrip/cassette player or VCR system

Intended Users: Junior high age and up; written at 3.5 grade reading level

Contact(s): The Conover Company

Cost: $295.00, includes one casette/filmstrip or videotape, five disks, answer sheet, administration manual

Description: This program allows young people to identify their interests via 50 questions supported by a picture showing an activity. It can be used with low- or non- readers as well as with large groups. The results relate to Worker Trait Groups (WTG) and to vocational training opportunities usually found in a secondary setting. The program can create an Individualized Education Plan (IEP) within 3-5 minutes per student. Local information can be used to customize the software. *(This description pertains to the version developed in 1987.)*

CAREER PLANNING SYSTEM (CPS)—SHORT VERSION

Summary: This is an instructional program for special populations that provides a variety of career exploration and planning experiences for those developing a career plan.

Hardware: Apple II series, two disk drives, color monitor recommended, printer optional

Intended Users: Special need populations meets Career Exploration and planning requirements of Carl Perkins Vocational Education Act (Title IIA—Handicapped and Disadvantaged); written at 3.5 grade reading level

Contact(s): Cambridge Career Products
The Conover Company

Cost: $495.00, includes 18 disks, instructor guide, six student guides

Description: This is a smaller version of the CPS. There are 15 simulated job activities in this version. These 15 activities, when correlated to the Worker Trait Groups, relate to several thousand jobs that have the same interest and aptitude patterns as the original 15 activities. These 15 interest areas represent the most common vocational programs found in most schools throughout the country. They also directly relate to the vocational assessment system known as "Micro-Computer Evaluation of Career Areas" (MECA). CPS will print out an Individualized Education Plan (IEP). The system can be customized using local course descriptors. The 15 simulated job activities in CPS include auto mechanic, painter, hair stylist, drafter, commercial artist, computer service technician, cook, secretary, machinist, stock clerk, licensed practical nurse, carpenter, farmer, landscape gardener and file clerk. *(This description pertains to the version developed in 1985.)*

CAREER POINT

Summary: This is a Comprehensive Career Development System featuring Holland's Self-Directed Search which results in setting goals and developing a plan of action.

Hardware: IBM PC XT, AT, 640K RAM, color graphics adapter; mouse optional

Intended Users: Corporate and government agencies

Contact(s): Conceptual Systems, Inc.

Cost: $6,900.00 lease for first year, $1,800.00 successive years. Add-ons: Job Edit, $2,300.00; Summit Courseware System, $2500.00; calendar for training courses, $2,300.00; CompScan for identifying and prioritizing competencies, $1,500.00-2,500.00; and Resume Writer, $295.00

Description: The basic comprehensive system is in four parts: Career Development Introduction, Self-Assessment, Setting Goals, and Your Development Plan. It features colorful text and graphics; a tutorial on career development; the Self-Directed Search to assess occupational values, skills, and interests; and components leading users to set goals and plans. It can be linked to other programs allowing customizing, such as, a database of company jobs marked by SDS code or certain skills, training class information, competencies needed by the company, and a resume writer. The add-on programs can be used without the CAREER POINT system. *(This description pertains to the version developed in 1986.)*

CHOICES

Summary: CHOICES is a computerized, interactive career awareness system which provides student access to accurate and comprehensive self-assessment and career information. It encourages knowledgeable career exploration and decision-making.

Hardware: Any Apple II with 48K processor, two single density drives and a printer; IBM PC (dual drives or hard disk and printer)

Intended Users: High schools, colleges and universities, career counseling and placement centers, trade and vocational training sites; versions are available for specific states in the U.S. and individual countries

Contact(s): CSG Corporation

Cost: Call (800) 267-7095 for pricing information. Unlimited copies can be made at each site

Description: CHOICES is a computerized assessment, occupational, and college information system that is fully interactional. After taking the assessment and finding suggestions about careers, students can *Explore* for occupations that match any combination of up to 65 criteria; get *Specific* information describing an occupation; *Compare* occupations; and find occupations *Related* to one of interest. CHOICES allows students to change responses, and to move from one section to another. It sorts, manipulates and retrieves career information in response to data it receives from the student. CHOICES provides information about most postsecondary institutions, including junior colleges. Sites may program in their own local vocational training opportunities too.

CHOICES uses 1010 DOT occupations (including major military categories) as its database. In addition, it has ten regionalized data files.

CHOICES JR.

Summary: This program enables students to gain self-awareness and ideas for career alternatives.

Hardware: IBM PC, PCjr.; Apple II+,'IIe; printer optional; color, sound, graphics optional

Intended Users: Grade six and beyond; academically disadvantaged older students

Contact(s): CSG Corporation

Cost: $450.00, includes disk, teacher's guide, 2 career books, and 100 activities checklists

Description: A tutorial module allows students to journey to the "Universe of Career Choices" and to the "World of Work." Along the way, they learn concepts such as career paths, occupational groups, interests, working conditions, life styles, etc. While orbiting, they take stock of their work-related needs to choose a suitable landing site. In the "Exploring Career Fields" module, students see the impact of their tentative choices on future career alternatives. The computer poses questions and the answers trigger matching career fields. The questions concern activities, education levels and school subjects. The object is to force introspection, not a definite career choice. "Checking Out Career Fields" allows students to browse through 20 career fields and 250 occupational groups, simulating "landings" on the "World of Work." *(This program is updated annually.)*

Note: See Section III for a review of this program.

C-LECT

Summary: C-LECT is a complete and up-to-date career guidance program. It uses temperament and interest surveys to identify occupations. C-LECT contains occupational profiles, a search for two-year and four-year colleges and vocational-technical schools, profiles of those schools, and a financial aid module.

Hardware: MS-DOS IBM PC, XT; Tandy 1000*, 1200, 3000*; NCR, other IBM compatibles; Apple IIe, hard disk; Radio Shack Model 12, Model 6000

*Hard disk required

Intended Users: Junior high, high school, and college students

Contact(s): Chronicle Guidance Publications, Inc.

Cost: Yearly license fee is $1,400.00

Description: C-LECT features Occupational, Educational, and Financial Aid searches and profiles. It is easy to use and does not require staff assistance. Users generally complete the entire program in under one hour.

Occupational Module: The occupational investigation is based on a self-assessment that includes temperament and interest inventories. Scores from SDS (Holland Codes) may be used in place of the on-line inventories. From this and the amount of education the user intends to have upon entering the work-force, physical disabilities, and preferences of work environment, C-LECT identifies matching occupations. These, or any other of the nearly 700 occupations in the database, may be explored.

Educational Module: The user may search for two-year or four-year colleges or vocational-technical schools. There are over 8,000 educational institutions in the C-LECT database. Based on the type of institution, location, size, cost, program of study, major, and other factors, C-LECT identifies matching schools. These, or any other school in the database, may then be profiled.

Financial Aid Module: Based on either program of study (major) or state, C-LECT will identify matching loans, grants, scholarships, and other forms of student aid. These programs may then be explored.

The database includes:

- 701 occupational profiles which describe work performed, education and training, qualifications, salary, employment outlook, D.O.T., G.O.E., and Holland codes
- 3000 related occupations, 103 with military cross-reference
- about 1,821 four-year colleges
- about 2,245 two-year colleges
- about 4,127 vocational schools
- Over 700 sources of financial aid, scholarships, loans, grants, award programs. Contact agencies are provided. Information on eligibility and application is included
- 223 resources for apprenticeship programs

The Financial Aid/Apprenticeship Investigation has data on financial aid for both college-bound and non-college-bound individuals. It has information on apprenticeships, student loans, grants, scholarships, and contact agencies, both private and state. C-LECT relates financial aid programs to academic majors and helps students search for aid for which they may be eligible. C-LECT maintains a student file by ID number. Printouts can be made of all date screens, and student file reports. By using the report generator, the counselor can obtain a printout for review of all students responses.

C-LECT is available as a complete unit or in three separate modules: (1) Occupational, (2) Educational, or (3) Financial Aid/Apprenticeship. Details and prices are available upon request. *(This description pertains to the revised version developed in September, 1987. This program is updated annually.)*

C-LECT JR.

Summary: C-LECT JR. is a self-assessment and career exploration program.

Hardware: Apple II series

Intended Users: Grades 7 through 10

Contact(s): Chronicle Guidance Publications

Cost: $199.00, includes student workbooks, floppy disk, Occupational Profile Book. (Quantity discounts are available for the program and also parts of the program.)

Description: C-LECT JR. is a self-assessment and occupational investigation program for middle school students. Students answer questions about their temperaments, interests, and expected level of education in the Student's Workbook. Answers are then transferred to the computer where a search is done of the occupational database, and a list of matching occupations is provided to the student. Users then look up these occupations in the Career Profile Guide. The guide contains information on work performed, education and and training, qualifications, salary outlook, occupation outlook, related occupations, and other sources of information. *(This description pertains to the version developed in January, 1986.)*

COIN

Summary: The Coordinated Occupational Information Network (COIN) is an occupational/educational data system for students to search and evaluate career interests and opportunities.

Hardware: IBM PC and compatibles with hard disk

Intended Users: Secondary education students, teachers, guidance counselors, vocational students, librarians, job placement personnel, people changing careers, displaced labor force, college students, and military service candidates

Contact(s): Educomp, Inc.
Resource Directories

Cost: $250.00 for COIN CAREER SEARCH software and $250.00 for seven diskettes (one for each region of the USA) in COLLEGE SEARCH which are designed for use with COIN microfiche ($945.00). The hard disk system is approximately $1400.00 per site, per year lease of software and now includes all college information; discounts available

Description: COIN provides in-depth knowledge of a vast reservoir of occupational/educational opportunities, educational and training requirements, course curriculums, job markets, salaries, working conditions, financial aid programs, scholarships, trade apprenticeships, and projected employment outlooks.

COIN CAREER SEARCH: Self-booting program asks students to first choose which of seven "career routes" is most important to them:

1. Interest—data, people, things
2. Working Conditions—inside, outside, or both
3. Career Clusters—13 in the COIN program
4. Education Levels—nine levels, from no high school diploma to professional degree or Ph.D.
5. Physical Strength—preference for light, medium, or heavy lifting

6. Physical Demands—preferences for climbing, kneeling, feeling, seeing, or talking/listening on the job

Within each "route" students are asked to make their choices. The computer informs them at each stage how many choices remain. A read-out of actual job titles can be requested when a reasonable number is achieved. The microcomputer program is intended as an adjunct to the microfiche career information system. Occupations retrieved from this program are matched with corresponding college majors at two- and four-year colleges and universities by geographical region.

COIN COLLEGE SEARCH: The user selects the region of country to search and inserts the appropriate disk. The computer asks whether searching for a particular major is desired. If yes, the user types in a code from COIN College Major Index (229 college majors listed). The computer tells how many colleges there are in that region and asks which states the user wishes. After choosing state(s), the user can sort on the following criteria:

1. Admission Selectivity—open, liberal, traditional, selective, highly selective
2. Type of School—two- or four-year
3. Size of School—under 1,000 students, 1,000-5,000, 5,000-15,000, and over 15,000
4. Size of Surrounding Community—small town, small city, medium city, large city, very large city
5. Affiliation—public, private (non-religious), Baptist, Jewish, etc.
6. Cost—under $1,000, $1,000-2,000, $2,000-3,000, $3,000-$4,000, $4,000-5,000, over $5,000

As each question is answered by the user, the computer calculates the number of remaining schools and informs the user. When an appropriate number of schools is reached, the user requests a printout. It is intended as an adjunct to a microfiche career information system, but it could be used with college catalogs alone.

COMPUTER CAREER PLANNING SERIES

Summary: Three concise microcomputer programs provide a complete assessment program, plus information about salary range, job outlook, years of training, and job description.

Hardware: Apple II, IIe, 32K, DOS 3.3; TRS-80 Models III, IV, 32K; disk drive required

Intended Users: Junior high and high school students

Contact(s): Career Aids, Inc.

Cost: $360.00 includes a complete set of 8 disks, 10 booklets, Job-O Dictionary, College Major Handbook, and Choosing a Career Folder. Programs available individually: Job-O and Major-Minor Finder, $89.00 each; Career Exploration Series, $249.95

Description:

- "Job-O" is a general-interest survey that matches student interests with 120 of the most popular and traditional jobs.
- "Major-Minor Finder" is a survey of 99 college majors tied to career choices. The student answers questions about college and work interests and the program lists related majors.
- "Career Exploration Series" focuses upon 6 career categories: Agriculture, Conservation and Forestry; Business, Sales, Management and Clerical; Consumer/Home Economics;

Design, Art and Communications; Industrial, Construction, Mechanics and Transportation; and Science, Math and Health Occupations.

CCAPP: COMPUTERIZED CAREER ASSESSMENT AND PLANNING PROGRAM

Summary: CCAPP is a career development system that helps students determine their interests and abilities, organize them into career clusters, and make career plans.

Hardware: Apple II series, 48K; TRS-80 Models III, IV; IBM PC; one or two disk drives, printer.

Intended Users: High school students and adults

Contact(s):
Cambridge Career Products)
Career Aids, Inc.
The Conover Company
EISI
Jefferson Software (developer)
K-12 Micro Media
Opportunities for Learning
SVE

Cost: $485.00, includes 8 diskettes, a Counselor's Manual, and "Student Instructions" handouts; periodic updates available

Description: CCAPP is a self-directed, individualized career development system that helps students:

- determine their career interests and abilities
- select occupations, and career clusters
- look up characteristics of specific clusters and occupations
- develop plans to enter the career of their choice

CCAPP allows each student the opportunity to gain career knowledge and learn decision-making skills. The system contains four separate programs: Career Assesment, Selecting Alternatives, Career Planning, and Career Exploration. Each takes about 40 minutes to complete.

In addition to learning career decision-making skills and gaining occupational knowledge, students receive printouts from each activity which contain such information as:

- a summary of their career interests and skills
- a list of occupational clusters and specific occupations
- descriptive information on selected occupations and occupational clusters
- learning activities for further occupational exploration
- a list of college majors or vocational courses of study relating to career interests
- an individualized career plan
- a job hunting plan

The information within the system is based on and refers students to pages in the *Guide for Occupational Exploration*, the OOH, the DOT, *Lovejoy's College Guide*, and *Barron's Profiles of American Colleges. (This program is updated annually.)*

CCIS: COMPUTERIZED CAREER INFORMATION SYSTEM

Summary:	This two-part system presents a means to career exploration and career information.
Hardware:	Apple II, IIe, 48K, DOS 3.3; TRS-80 Model III, 48K; IBM PC, 64K; disk drive required
Intended Users:	Junior high and high school students
Contact(s):	Cambridge Career Products (Apple and TRS-80) Career Aids, Inc. (all versions) Opportunities for Learning, Inc. (Apple and TRS-80)
Cost:	$300.00 (Cambridge $375.00), includes 5 disks, a teacher's manual, and supplementary material
Description:	The "Career Game" considers six categories of information based upon worker traits: work activities, work situations, data-people-things, aptitudes, educational development and physical demands. The program will evaluate the student's answers and provide a summary of vocations suitable for that individual's traits. The disk will store up to 500 active users at any time and more may be stored on blank disks. Special routines allow for modifications to add state or local information to the system. The "Information Files" offer the user the opportunity to explore further information about careers of interest, either those derived from the "Career Game" or from the student's own research. It covers sources, wages, etc.

CHEOPS—COMPUTERIZED HIGHER EDUCATION AND OCCUPATIONAL PLANNING SYSTEM

Summary:	CHEOPS helps users exploreeducational and occupational alternatives.
Hardware:	Apple II series, one disk drive, 48K
Intended Users:	High school students and older
Contact(s):	Career Aids Educational Media Corp.
Cost:	$69.95, includes two disks and a manual
Description:	Using Holland's occupational codes, users can generate career alternatives specific to their interests. CHEOPS refers tosources of information on occupations generated in the program and allows the user to locat information from four popular educational references on 120 college majors. Through "File Pharoah," counselors can tailor the program to their own libraries of educational andcareer information. Data can be updated or modified by the counselor, eliminating the ned to purchase annual revisions. A data bank of 456 occupational titles and 120 college majoris included. *(This description pertains to the version developed in 1985.)*

DISCOVER FOR COLLEGES AND ADULTS

Summary: DISCOVER combines career guidance and search strategies to provide the user self-knowledge and to link that knowledge with occupational and educational information.

Hardware: IBM PC, XT, AT or PS/2 Model 30 and compatibles with 256X, 10MB hard disk, color graphics card and color monitor, DOS 3.1 (or higher); similar software available for Apple II and TRS-80 Model II, 12 and 16

Intended Users: Post-secondary students and adults in career transition

Contact(s): American College Testing Program
EUREKA

Cost: License fee of $1750 each year for the first software copy. Fees decrease with additional copies on the same contract. Includes software, professional manual, user guide, poster

Description: There are nine modules in this career planning system. In addition to the guidance approach, all major files are directly accessible. "Beginning the Career Journey" helps users understand where they are in the planning process and identify the parts of DISCOVER that are most appropriate for them to use. "Learning About the World-of-Work" helps users understand ACT's conceptual model for organizing occupations and relating personal attributes to job families. "Learning About Yourself" helps users increase their self-awareness through on-line or paper-and-pencil assessments of interests, abilities, values and experiences. "Finding Jobs" helps users identify occupations that match their personal attributes. "Learning About Jobs" provides access to detailed information about any of 450 occupations, and helps users focus on a few of greatest interest. Local information can be added to the files. "Making Educational Choices" helps users select a general path of training and major or program of study. "Planning Your Next Step" provides access to detailed files of training and education available through 4300 vocational/technical schools, 1400 2-year colleges, 1700 4-year colleges, 1200 graduate schools, 100 external degree programs, and 200 military programs and helps users develop job-seeking skills. "Planning Your Career" helps users identify the life/career roles in which they are currently involved and plan changes in those roles. "Making Transitions" helps users deal with the potentially negative impact of changes in their life/career roles. The last two modules and selected files of DISCOVER FOR COLLEGES AND ADULTS can be made inaccessible at the local site. *(This description pertains to the version developed in August, 1987.)*

Note: See Section III for a review of this program.

DISCOVER FOR HIGH SCHOOLS

Summary: DISCOVER combines career guidance and search strategies to provide the user self-knowledge and to link that knowledge to occupational and educational information.

Hardware: IBM PC, XT, AT or PS/2 Model 30 and compatibles with 256X, 10MB hard disk, color graphics card and color monitor, DOS 3.1 (or higher); similar software available for Apple II and TRS-80 Model II, 12 and 16

Intended Users: Secondary schools

Contact(s): American College Testing Program
EUREKA

Cost: Lease fee of $1750 each year for the first software copy. Fees decrease with additional copies on the same contract. Includes software, professional manual, user guide, poster

Description: In DISCOVER FOR HIGH SCHOOLS, the user can choose the guidance approach or access major files directly. There are seven modules in this system. "Beginning the Career Journey" helps users understand where they are in the planning process and identify the parts of DISCOVER that are most appropriate for them to use. "Learning About the World-of-Work" helps users understand ACT's conceptual model for organizing occupations and relating personal attributes to job families. "Learning About Yourself" helps users increase their self-awareness through on-line or paper-and-pencil assessments of interests, abilities, values and experiences. "Finding Jobs" helps users identify occupations that match their personal attributes. "Learning About Jobs" provides access to detailed information about any of 450 occupations, and helps users focus on a few of greatest interest. Local information can be added to the files at the user site. "Making Educational Choices" helps users select a general path of training and major or program of study. "Planning Your Next Step" provides access to detailed files of training and education available through 4300 vocational/technical schools, 1400 2-year colleges, 1700 4-year colleges, 1200 graduate schools, 100 external degree programs, and 200 military programs and helps users develop job-seeking skills. *(This description pertains to the version developed in August, 1987.)*

Note: See Section III for a review of this program.

DISCOVER FOR JUNIOR HIGH AND MIDDLE SCHOOLS

Summary: DISCOVER is designed to help 6th through 9th graders with career exploration and high school planning. Localization permits creation of an academic plan to reach post-high school objectives.

Hardware: Apple II series, 128K RAM, two disk drives, printer recommended; a "Grappler" card is required to print output other than high school program of study

Intended Users: Grades 6 through 9

Contact(s): American College Testing Program
EUREKA

Cost: $325 (first year) includes diskettes, user manual, student worksheet (can be duplicated); long-term and multi-copy rates available

Description: DISCOVER FOR JUNIOR HIGH AND MIDDLE SCHOOLS contains three major content sections plus a brief entry/exit module. The entry module provides user instructions, establishes user records, and introduces the career exploration process.

Part 1 teaches a method of organizing occupations according to "World-of-Work" map and uses "Moxey the Mouse" maze game to reinforce learning. Part 2 helps students understand how specific abilities relate to success in various occupational groups. A variety of ability and achievement test scores can be entered, along with self-ratings in 15 important career-related areas. These are compared with abilities considered important to career success in each occupation cluster. Lists of occupations by educational level can also be prepared for each cluster.

Part 3 includes academic planning to meet high school graduation requirements and to prepare for post-high school education or occupations. General files provided in DISCOVER can be replaced with localized files containing course offerings and graduation requirements specific to the high school students will attend. Students can build a four-year plan based on required, recommended, and elective courses, occupational cluster of interest, or college admissions requirements. Before exiting, students can store records and answer questions for later summary by staff to evaluate use of DISCOVER. *(This description pertains to the version developed in 1987.)*

Note: See Section III for a review of this program.

GIS: GUIDANCE INFORMATION SYSTEM (MICRO ENHANCED)

Summary:	GIS provides career information covering occupations, educational opportunities and financial aid.
Hardware:	Apple III, 5 MB ProFile Hard Disk; Apple IIe, a 5 MB ProFile Hard Disk, extended 80-column card; IBM PC XT, PS/2, 128K memory, DOS 2.0; IBM PC, 10 MB expansion unit. (Note: GIS on IBM personal computers does have color graphics if used with IBM color monitor, but can also be used with monochrome monitor.) Digital Rainbow 100+, 128K, MX-DOS 2.05; also available on several mainframes and minicomputers
Intended Users:	High schools, two-year and four-year colleges, libraries, adult education centers, vocational rehabilitation centers, correctional institutions
Contact(s):	Educational Software Division, Houghton Mifflin Company
Cost:	$2,349.00 for single site annual license; multiple site discounts available: for GIS on Apple IIe, III, and IBM PC, XT: 1-3 Sites—$1,950.00 per site per year, 4-5 sites—$1,703.00 per site per year, etc.
Description:	Users of the GUIDANCE INFORMATION SYSTEM (GIS) can, by typing a simple set of instructions, immediately focus on information that fits their particular needs and interests, and match goals and expectations with the educational, occupational, and financial options available. GIS lets users compare the results of choices and decisions they have made with the results of other choices they have made. Interest inventory scores taken off-line (OVIS-SDS, SCII, Job-O, etc.) can be entered and GIS will suggest references in the occupation file to explore. Each file includes facts on hundreds of occupations, such as job duties, salary ranges, employment potential, related jobs, educational requirements, etc. GIS describes nearly 5,000 two- and four-year colleges and graduate/professional institutions with regard to tuition information, admissions and residence policies, athletic programs and special services. "Financial Aid" details possibilities from sources such as the federal government, foundations, businesses, the military, trade and labor organizations, and religious and charitable groups. A "California Occupations" file is available. New enhancements include an on-line interest inventory. GIS: Micro CDM is a new alternate version of GIS with the above features plus the Harrington-O'Shea Career Decision-Making System. CDM administers on-line surveys of occupational and subject preferences, abilities, interests, job values, and future goals. After finishing CDM, the user sees clusters of appropriate occupations derived from his/her answers. 283 occupations are arranged in 18 career clusters. *(This program is updated twice each academic year.)* Note: See Section III for a review of this program.

MICRO CAREER DECISION MAKING SYSTEM

Summary:	Students and other individuals can evaluate their interests, abilities, preferences, future educational plans and job values as a basis for exploring career options.
Hardware:	Apple II+, IIc, IIe; TRS-80 Models III, IV; printer optional
Intended Users:	High school students, junior college and college students, military personnel persons interested in new careers, those re-entering the job market

Contact(s): American Guidance Service

Cost: $165.00, includes a program diskette, 2 data diskettes allowing 50 administrations, and 50 interpretive folders

Description: MICRO CAREER DECISION MAKING SYSTEM by Harrington-O'Shea lets the user evaluate his or her interests, abilities, subject preferences, occupational preferences, future educational plans, and job values and suggests job groups for exploring career options. The student may select from three report options: a brief Summary Profile, an Interpretive Report that adds more information such as Labor Department forecasts to 1995; or a Comprehensive Interpretive Report that includes the first two reports as well as even more information. It can be administered in 30 minutes. It is referenced to the *Guide for Occupational Exploration* (1984 Edition) and the *Dictionary of Occupational Titles. (This description pertains to the version developed in 1985.)*

Note: See "Career Decision Making System," Section III, for a review of this program.

MICRO-EUREKA/CIS

Summary: This comprehensive career information system contains a brief self-assessment module and detailed information about schools, occupations, industries, programs of study, and financial aid. In California this program is called EUREKA. For sites outside of California, contact the National Career Information System.

Hardware: Varies; contact CIS or EUREKA for details.

The Partially Computerized Version uses an Apple (IBM PC in some locations) and hard copy data files (books or microfiche).

The Fully Computerized Version uses an Apple with a CORVUS hard disk; IBM (or compatibles) with a hard disk drive.

Intended Users: High school students through adults

Contact(s): CIS (outside of California)
EUREKA (in California)

Cost: Variable depending on number of users and location; in California entire package costs between $550.00-$1100.00 per year for partially computerized version and $695.00 to $1875.00 per year for fully computerized version plus a computer software development/ materials fee

Description: Micro-EUREKA contains all of the information currently contained in EUREKA, the California Career Information System. (A stand-alone product called National School Information File can be provided through MICRO-SCHOOL SORT can be leased at $150.00 per year.)

Micro-EUREKA includes:

- explanations of the duties, salary, outlook, training requirements, and much more for a comprehensive set of occupations which are found in California. This information is further localized to specific regions within the state.
- descriptions of the major industries in California, their hiring procedures, working conditions, and compensation practices.
- detailed descriptions of positions available in the military and descriptions of each branch of the service.

- information on selected schools located outside of California. New schools will be added to this file annually.
- "Finaid": A file containing detailed information on financial aid availability in California and nationally; includes state, national, and local scholarship information.
- "Job Search": A file containing information on job search techniques, resume design, sample letters of introduction, detailed information on job interviewing and networking, and a section on ways to stay employed, once employed.
- "Quest": A brief questionnaire matches clients to occupations based on personality, abilities, and job preferences. Because it is interactive allowing clients to change their answers and observe how their preferences and abilities affect the options available to them, QUEST can be a powerful teaching device.

EUREKA (and CIS) update their information annually and automatically replace both the Micro-QUEST program and the data files on microfiche or disks each year. Subscribers also become members of EUREKA and are entitled to user handbooks and filmstrips, counselor materials, inservice training, and regional and state conferences.

Micro-CIS is available for New York City and for these states: Alaska, California, Colorado, Georgia, Idaho, Illinois, Iowa, Minnesota, Montana, Nebraska, Oregon and Wyoming. It is similar to Micro-EUREKA and contains both national and local information.

(CIS, developed in 1969, is updated annually. EUREKA, developed in 1976, is updated annually. Financial Aid file is updated twice a year.)

MicroVIEW

Summary:	MicroVIEW (Vital Information for Education and Work) is a computer access system to the VIEW microfiche set of information on California occupations.
Hardware:	Apple II+, IIc, IIe, disk drive
Intended Users:	Middle school, high school, and community college students
Contact(s):	C/VEG Publications, Santa Clara County Office of Education
Cost:	$150.00 per set of two computer diskettes; $150.00 per set of microfiche; $25.00 for an easel binder, file folder, and inserts for holding microfiche
Description:	MicroVIEW is an interest assessment and an access system to the microfiche set that helps students explore careers for which they are best suited. In MicroVIEW, students select answers from multiple-choice questions regarding their interests and aptitudes, education level desired, temperament, working hours and conditions, salary needs, physical demands and other factors. The computer sifts through the 450 occupations and provides a list of matching careers with encouragement to find more information in the microfiche. MicroVIEW microfiche include 450 occupations with local information from seven regions throughout the state of California; regional occupation centers/programs with their courses; 111 California community colleges; all four-year colleges and universities in California and 52 selected out-of-state colleges; financial aid information; a military profile and 200 military occupations (enlisted and officer) with their civilian job equivalencies. *(This description pertains to the version developed in 1985.)*

SIGI: SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION

Summary: SIGI is an individualized career guidance program that teaches a process of career planning and decision-making while providing up-do-date career information.

Hardware: TRS-80 Models II, 12, 16, 64K; IBM PC, XT; two disk drives, printer

Intended Users: High school and college students and adults; also a valuable resource for career and guidance counselors and academic advisors

Contact(s): ETS

Cost: $1200.00 annual license fee and $600.00 for each additional unit

Description: The SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION (SIGI) employs the computer to guide its users through a logical process of identifying their values, examining occupations, planning educational or training programs, and learning to make informed career decisions. Through interactive dialogue and simulated career situations, the user considers possible career outcomes or alternatives and develops strategies to pursue various courses of action. SIGI users in two- and four-year colleges and many libraries obtain current national information on occupational fields which match their values specifications.

SIGI PLUS

Summary: SIGI PLUS is a guidance and information system representing a significant expansion of its predecessor, SIGI.

Hardware: IBM PC, XT, AT, hard disk; Tandy 1200 HD; and fully IBM compatible microcomputers with hard disks; TRS-80 Models II, 12, 16, 128K, hard disk (also runs on VAX mainframes).

Intended Users: High school and college students and adults; anyone interested in exploring careers

Contact(s): ETS

Cost: Microcomputer version: 1-yr. license, $1,375.00/yr.; 2-yr. license, $1,225.00/yr.; 3-yr. license, $1,075.00/yr.; each additional unit, $695.00

Description: SIGI PLUS has eight sections covering important aspects of career decision-making. Users can assess their work-related values, interests, and skills; use these features to create a personalized list of possible occupations; obtain up-to-date information about occupations; examine the skills needed for occupations; see the education or training required for occupations; get help with practical problems related to preparing for or holding a job; weigh the pros and cons of career choices; and develop an action plan for moving toward their career goal.

Note: See Section III for a review of this program.

BRIDGING THE CAREER GAP

Summary: This interactive program features exercises on values clarification, skills assessment, individual development plans, and evaluation of results.

Hardware: IBM PC and compatibles with color graphics board, two disk drives or hard disk, printer

Intended Users: High schools, colleges, and business and industry; also useful for self-directed learning

Contact(s): The Learning Center

Cost: $245.00, ($50.00 discount to educational institutions) includes 2 disks; $14.95, skills assessment module alone; demonstration disk available at no charge

Description: Computer graphics enhance the tasks and exercises presented to help the user identify transferable skills, values, and learning plans. Some exercises call for hands-on activities away from the computer. Results can be printed. In the skills module, the user evaluates 76 skills in nine clusters. Ranked results are displayed in a bar graph. Assessments can be made at three points with skill progress displayed in color.

CAREER CHOICE

Summary: CAREER CHOICE is an interest inventory and information counseling program. It can be used in conjunction with an English or Spanish/English mobile film library containing over 320 career films and cassettes.

Hardware: All Apple models; Atari 800, 810, 48K; Franklin Ace 1000, 1200

Intended Users: High school students

Contact(s): Hoffman Educational System

Cost: $495.00 for six disks; $7,235.00 for software and career films center ($9,715.00, bilingual version)

Description: CAREER CHOICE uses a self-scoring 90-question interest inventory. It ranks career clusters according to student interest, identifies specific careers within clusters, and gives job descriptions of selected careers. It provides printouts of clusters, careers, and job descriptions; lists recommended high school courses; and gives sources for additional career information. Local information on schools or jobs can be entered. The program will work independently or with the career films center. *(This description pertains to the version developed in 1985.)*

CAREER COUNSELOR

Summary: By analyzing their likes and dislikes, CAREER COUNSELOR helps users learn how to choose a satisfying career.

Hardware: Apple II series, 64K

Intended Users: High school students

Contact(s): Career Aids
Intellectual Software

Cost: $59.95, includes one disk, documentation, and career dictionary

Description: Students answer questions about their interests, abilities, nature of work, and other goals. The program then generates a list of careers to satisfy these preferences. A career dictionary is included for reference to the 501 careers listed on the disk. *(This description pertains to the version developed in 1985.)*

Note: See Section III for a review of this program.

CAREER DIRECTIONS

Summary: CAREER DIRECTIONS provides self and occupational exploratory activities which: 1) develop a profile of career interests and abilities, 2) delineate what specific occupations relate to the profile, and 3) involve the users in developing specific plans to enter the occupation of their choice.

Hardware: Apple II series, 48K, Applesoft in ROM, one or two disk drives, printer optional; TRS-80 Models III, IV; IBM PC, PCjr., 128K

Intended Users: Grades 9-12 and adults

Contact(s):
Cambridge Career Products
The Conover Company
EISI
Jefferson Software (developer)
JIST Works, Inc.
K-12 Micro Media
Opportunities for Learning (no IBM)
SVE

Cost: $89.00 - $119.00 for two diskettes and manual

Description: The Career Directions system allows the user to:

1. find out what his/her career interests are
2. systematically determine what jobs relate to those career interests and abilities
3. investigate the characteristics and requirements of specific occupations
4. develop an orderly plan to enter or prepare to enter the occupation of his/her choice

This computerized system provides maximum career planning flexibility in an easy-to-use, menu-driven software package that requires no knowledge of computer programming. Over 460 specific occupations are described that correspond to U.S. Department of Labor publications. *(This description pertains to the version developed in 1985.)*

Note: See Section III for a review of this prorgram.

CAREER FINDER

Summary: CAREER FINDER identifies appropriate occupations and compares them to the needs of the client.

Hardware: Apple II, 64K; IBM compatibles, 128K, one double-sided disk drive

Intended Users: Junior high school students through adult; easy reading

Contact(s): Career Aids, Inc.
CIASA
EUREKA (in California)
Wintergreen Software (outside California)

Cost: $189.00, includes disk, manual, worksheet materials; $379.00, includes hard disk version; $287.00, includes set of CAREER FINDER and batch file disk

Description: The user answers eighteen questions for self-assessment leading to occupational group scores which can be explored. Scores give 20 occupations which best match the client's skills/interests and shows how an occupation fits the client's answers. It provides summaries of salaries, outlooks, and references to Department of Labor publications. About 400 major occupations are included, with the latest outlooks and salaries. Printouts are possible. Batch processing enhancement is available allowing processing of 50 clients at a time. *(This description pertains to the version developed in 1985.)*

Note: See Section III for a review of this program.

CAREER FOCUS

Summary: CAREER FOCUS helps the user choose an occupation by assessing his/her interests, needs, and preferences.

Hardware: Apple II; IBM PC, XT and compatibles; two disk drives, printer

Intended Users: High school students

Contact(s): Random House

Cost: $279.95, includes counselor's guide, disks, 35 student assessment surveys, 35 personal summary folders, 40 scan sheets; refill packets, $79.95

Description: Students answer assessment questions on paper, answers are entered in the computer and are analyzed on an "importance to me" scale. Then the program prints occupations that best satisfy the activities, work needs and interests profiles. Using the top five preferences, the program narrows the occupations to three "matches" and prints short descriptions and information on how users can obtain helpful experience. Each "student records" disk stores up to 35 student records. *(This description pertains to the version developed in 1986.)*

CAREER INTEREST PROGRAM

Summary: Students use this program to assess their interests and receive a printout of related occupations.

Hardware: Apple II; TRS-80 Models III, IV; Commodore 64, 8032; IBM PC and compatibles

Intended Users: Intermediate and secondary level students

Contact(s): Occupational Awareness

Cost: $115.00, includes main and backup diskettes, 100 student worksheets, 30 student handbooks, binder; updating, $34.50 a year; "Occu-File" cards, $159.00 (not included with package program)

Description: Users complete an interest profile worksheet about education level, work type, and activities. After these answers are entered into the computer, the program scans a database of over 300 occupations and shows (or prints) a list of potential occupations, current salaries, number employed, and *DOT* codes. It also provides a graph of school subjects to study related to the chosen field. All occupations match those on "Occu-File" cards which give in-depth descriptions. *(This program is updated annually.)*

CAREER ORIENTATION AND DEVELOPING YOUR INITIAL SCHOOL CAREER PLAN

Summary: This program teaches the basics of the work world and allows students to assess their interests, plan their school coursework, and examine career possibilities.

Hardware: Apple IIe, DOS 3.3; printer desirable

Intended Users: Grades 8, 9, and 10; community colleges, continuation schools, adult schools, vocational schools

Contact(s): J. B. Clydef Associates

Cost: $142.00, includes six disks; additional copies at $100.00 each

Description: The linked computer programs provide students:

1. a career orientation to the 15 career occupational clusters established by the United States Department of Labor, including the interests required, job demand, salaries, and number of workers;
2. a selection process to develop an initial school plan for grades 9-12;
3. an understanding of the principles of work for career planning and future employment;
4. the preparation required for effective counseling interviews that, when combined with graduation requirements and test interpretations, provides the counseling plan mandated in California Senate Bill 813 (California); and
5. computer programs that correctly promote career planning, while supporting the concept of coordinating high school and post-secondary training to ensure future employment for college-bound as well as non-college-bound students.

CAREER SEARCH 1, 2, 3, 4, AND 5

Summary: This software enables a learning- or physically-handicapped student to match his/her interests and abilities to possible careers.

Hardware: Apple II; TRS-80 Models III, IV

Intended Users: Special education and handicapped students

Contact(s): Occupational Awareness

Cost: CS-1, $98.50; CS-2, -3, -4, and -5, $150.00 each; includes main and backup disks, 20 handbooks, 100 worksheets and vinyl binder

Description: Handbooks and worksheets allow students to progress at their own pace, step-by-step through the computer part of the career planning program. CAREER SEARCH 5 (Learning Handicapped) can be used with "Occu-Files" of specially chosen occupations for the learning handicapped (LH). The "A" file contains 194 areas of employment for average LH students. The "B" file is for lower ability junior high and high school LH students. It provides information on 134 occupations. File "A" costs $157.95 ($236.65 with Career Search 5) and File "B" is $142.95 ($223.15 with the software). Auditory loss would be acceptable for employment in 100 occupations in the Hearing Impaired Packet which can supplement Career Search 3 ($98.00 alone, or $183.60 for both). There are also packets designed to accompany CS-1 for the Educationally Retarded, CS-2 for the Orthopedically Handicapped, and CS-4 for the Visually Handicapped, costing from $49.00 to $86.00.

Note: See Section III for a review of this program.

CAREER SELECTION

Summary: In this program, students choose from 19 job characteristics and receive a printout of potential careers which match their interests.

Hardware: Apple II; TRS-80 Models III, IV; Commodore 64, 8032; IBM PC

Intended Users: Intermediate and secondary students

Contact(s): Occupational Awareness

Cost: $98.00, includes disk, instructions, and 100 worksheets

Description: This program includes a database of over 400 occupations. For each occupation there are work characteristics, D.O.T. and group codes, and education requirements. Characteristics relate to educational requirements, problem solving, using tools/machines, instructing others, repetitious work, hazardous conditions outdoors and indoors, physical stamina, confined work areas, desire for precision, working with detail, requiring public contact, may be part-time, seeing results, using creativity, influencing others, competitive work, part of a team, work location, and using initiative. Each characteristic has four possible levels of response.

CAREER SURVEYS

Summary: Students go through four different career questionnaires to assess interests, plans, life roles, and values.

Hardware: Apple II series, 48K, one disk drive; printer optional

Intended Users: Junior and senior high school students

Contact(s): Career Aids, Inc.
The Conover Company

Cost: $49.95, includes one disk, backup, and user manual

Description: There are four questionnaires on this disk. Information can be reviewed on the monitor or sent to a printer.

Survey I: "Student Interest Survey"—a series of statements giving the client a choice of two unlike situations. After completion, the client's responses are categorized according to six basic characteristics which relate to the Holland Scales. A graph of responses is given plus some suggested careers which relate to those characteristics rated highly by the client.

Survey II: "Future Plans Survey"—a two-part program dealing with how far the student plans to go in school and with future career plans. In the second part, eighteen career areas are listed along with a brief description of each. After reading the descriptions and responding to questions, the student can obtain a listing of jobs in those career areas in which he/she expressed interest.

Survey III: "What Do I Value"—three questions which query the client on the things, people and ideas which are valued.

Survey IV: "My Roles in Life"—a program explaining the roles the student now plays, what roles he wants to play in the future, and what others expect.

CHIPS: COMPUTERIZED HELP FOR INDIVIDUAL PLANNING FOR SUCCESS

Summary: This program is an interactive, integrated, and comprehensive career and life guidance system that provides assessment and information components which address adaptive, functional, and technical skills.

Hardware: Apple II; IBM PC

Intended Users: High school students, college students, and adult learners

Contact(s): PsychoGraphics Corp.

Cost: $1000.00 per year; includes access to paper assessment and mass scoring

Description: CHIPS addresses the three prime skill areas of " I Am," "I Can," and "I Know" as they relate to four primary "Workstyles." Local, national, and future job descriptions can be compared by "Workstyle" for compatibility. A national data file in excess of 500 occupations is included. *(This description pertains to the version developed in 1980.)*

THE CHOICE IS YOURS!

Summary: Students can use this program to explore job fields, with or without an interest assessment.

Hardware: Apple II, 64K

Intended Users: Grades 5 through 9

Contact(s): Sunburst

Cost: $149.00, includes three disks, backups, teacher's guide

Description: Students can take an interest assessment and have the computer select appropriate jobs for them or they can search the job files on their own to explore job opportunities, pay, necessary education, and more. Job files can be added, updated, or deleted to keep the information current. *(This description pertains to the version developed in 1987.)*

COMPUTER ASSISTED CAREER SELECTION

Summary: This program matches job characteristics to occupations and personality traits to assist in career planning.

Hardware: Apple II; TRS-80 Model III

Intended Users: Grades nine to adult

Contact(s): Career Aids
EISI

Cost: $98.00, includes disk, manual, and 100 student worksheets

Description: Students choose what they desire from 19 job characteristics. The program has a database of more than 400 occupations and is linked to D.O.T. and group codes for further research.

E-WOW

Summary: The primary goals of E-WOW are career awareness and career exploration for the younger and the immature student.

Hardware: Apple II+, IIc, IIe; TRS-80 Models III, IV

Intended Users: Elementary students as low as the 4th grade; special education students at any age; high school students and adults can also benefit from its use

Contact(s): Career Aids, Inc. (Apple, TRS-80 versions)
CFKR Career Materials, Inc. (Apple version)

Cost: $79.95 - $89.95, includes diskette and user's guide

Description: The student responds to 36 questions that are illustrated with graphics to enable easy reading. These 36 variables provide a decision-making base for career planning. One of the most important features of E-WOW is its simple, yet comprehensive classification of job clusters and job titles. E-WOW keys in on six major interest areas, and the 25 key job titles within each interest area. Clusters are matched with interests and 25 job titles appear on the printout that are within the clusters. Students are then asked to complete the research on job titles mentioned. An added benefit of the program is a bar graph that shows the user how interests matched with the six clusters. Field-testing indicates that E-WOW can have universal application as a career guidance tool for: career exploration, career awareness, career assessment, and career decision-making. *(This description pertains to the version developed in 1985-1986.)*

Note: See Section III for a review of this program.

EXPLORACION DE CARRERAS

Summary: This is a career exploration system in Spanish with over 300 occupations.

Hardware: Any Apple II; IBM PC; TRS-80 Models III, IV

Intended Users: Spanish-speaking students

Contact(s): Cambridge Career Products

Cost: $395.00, includes three diskettes, teacher's manual in both English and Spanish, workbook

Description: This Spanish language program focuses on career investigation in three formats. "Explore" allows the clients to match their personal characteristics and preferences in 11 categories to find what occupations match. There are 141 ways to describe oneself. Categories cover: Interest, Aptitudes, Temperaments, Educational Level, Environmental Conditions, Employment Outlook, Wage/Salary, Hours of Work/Travel, Physical Demands, Physical Activities, and Indoor/Outdoor Considerations. "Specific" gives detailed information on any of the 300 occupations listed in the database. "Compare" enables a client to select an occupation and match it with factors from "Explore" or another occupation. *(This description pertains to the version developed in 1986.)*

G.O.E. INTEREST SURVEY

Summary: The computer program in this package will score and report results of a vocational interests and awareness survey, based on the *Guide for Occupational Exploration.*

Hardware: Apple IIe, Advanced Logic Systems Z-Engine Card; IBM PC, XT; 80-column printer

Intended Users: High school students through adults. Also suitable for rehabilitation, vocational education and job training programs

Contact(s): ValPAR International Corp.

Cost: $425.00, includes 45 35mm slides in a carousel tray, 2 audio cassettes, floppy disk, manual, 100 score sheets

Description: This survey can be administered to a group. Each slide depicts four occupations described on the audio tape. Students select the occupation that appeals to them the most on each of the 45 slides. Answers are written on a sheet. Another audio tape asks questions about the working world, such as salaries, work settings, and training requirements. These answers are also recorded, and later entered into the computer for analysis. The result is a career awareness score and a ranking of the 12 *Guide for Occupational Exploration* career fields from low to high levels of interest. Results can integrate with the company's MESA SF2 profile data and ValGUIDE program. *(This description pertains to the version developed in 1986.)*

HIGH SCHOOL CAREER-COURSE PLANNER

Summary: HIGH SCHOOL CAREER-COURSE PLANNER is designed to help incoming high school students plan a 4-year high school program based on an assessment of career interests.

Hardware: Apple II; IBM PC; TRS-80 Models III, IV

Intended Users: Grades 8 and 9

Contact(s): CFKR Career Materials, Inc.

Cost: $79.95, includes disk and user's guide; lab pack at 40% discount

Description: Students respond to nine major variables to assess their interests. The computer matches them to 16 occupational groups, each group with a job bank of the 20 most relevant job titles from the *Occupational Outlook Handbook* and other sources. The printed results include job entry information, suggested high school course planning, and a planning form. The student uses the form and local high school course guides to plan his/her next four years. *(This description pertains to the version developed in 1987.)*

Note: See Section III for a review of this program.

HIGH SCHOOL COURSE PLANNER

Summary:	The HIGH SCHOOL COURSE PLANNER helps students identify courses to fit their career and education goals and meet graduation requirements.
Hardware:	Apple II and other micros with CP/M; IBM and compatibles with MS-DOS; two disk drives, printer
Intended Users:	Secondary school students planning their high school courses of study, counselors, parents
Contact(s):	Career Information System
Cost:	Varies, includes software, installation software with ability to enter local school's courses, user materials
Description:	The HIGH SCHOOL COURSE PLANNER helps students identify their career and educational goals, and the software helps them plan a four-year course of study. It compares chosen courses with graduation and career requirements and identifies courses still needed to graduate. This software is compatible with most student record systems and is a complement to the EUREKA/CIS career planning components. *(This description pertains to the version developed in 1985. This program is updated annually.)*

JOB-O

Summary:	JOB-O is a general interest survey that matches the student's interests with 120 of the most popular and traditional jobs.
Hardware:	Apple II+, IIe; Commodore 64; IBM PC; Franklin Ace 1000; TRS-80 Models III, IV
Intended Users:	Junior high school students through adults with special needs
Contact(s):	Cambridge Career Products CFKR Career Materials, Inc. EISI
Cost:	$89.00 for diskette; lab pack of 5 for $222.50; $ .20 for each answer folder
Description:	JOB-O cuts across all clusters, educational levels and salary ranges and therefore should be used as a preliminary and general exploration tool. The program is a comprehensive process of self-awareness, job exploration, and matching jobs with personal needs. The answer folders contain the job information and matching format for making decisions about job clusters and job titles that are most preferred. The reading level and simplicity of language makes JOB-O universally acceptable to all ages and cultural groups with no sexual bias. JOB-O has also been used satisfactorily with special education students as an assessment instrument to develop career objectives for individualized educational planning.

Note: See Section III for a review of this program.

JOBS IN TODAY'S WORLD

Summary: This program matches the interests of the non-college-bound student to characteristics of 100 occupations.

Hardware: Apple II; IBM PC

Intended Users: Grade level 9 through adult; reading level grades 3-4

Contact(s): Cambridge Career Products
Career Aids
EISI
Photocom

Cost: $62.50 (Career Aids); $68.50 (Cambridge Career Products, EISI); $63.00 (Photocom)

Description: Students take an interest inventory which is linked to characteristics of occupations. The program advises them about the most suitable occupations for them. Students can read a career guide for additional information about the jobs, such as, starting salary and employment possibilities.

Note: See Section III for a review of this program.

LABOR MARKET ACCESS

Summary: This program has been developed so that a vocational counselor can compare a disabled client's pre- and post-accident access to employment.

Hardware: IBM PC, 256K, hard disk, printer

Intended Users: Counselors of individuals involved with personal injury, wrongful death, career decision-making; spouses involved in divorce

Contact(s): E & F Vocational Services

Cost: $995.00, includes five disks (two are backups), manual, and binder

Description: This computer program provides a pre-injury and post-injury weekly wage; shows the number of job title matches for pre-injury status; and the personal percentage loss of employment. It can print as many job titles as desired after doing a search of the *Dictionary of Occupational Titles* and the "Census Occupational Arrangement". The latter is available for national, state, county, and SMSA geographical areas. *(This description pertains to the revised version developed in October, 1987.)*

LEISUREPREF

Summary: LeisurePREF surveys interest in leisure activities, evaluates the responses, categorizes them, and interprets the results for improving leisure or leisure/career guidance and development.

Hardware: Apple II+, IIc, IIe, or compatible; Commodore 10; Compaq; DEC Rainbow; Epson; Heath/Zenith (no CP/M); IBM PC, AT, XT, or compatible; Kaypro; Leading Edge; Tandy 1000 EX, 1000 SX, 3000 HL, 3000 HD printer with parallel interface necessary; LeisurePREF requires 64K of memory

Intended Users: Counselors and leisure/career development professionals, rehabilitation centers, and individuals interested in improving their use of leisure; may also be used to determine skills acquired during leisure that may be applied to work

Contact(s): Constructive Leisure

Cost: $45.00, includes program diskette and user guide; guide expands the use of LeisurePREF for combined or separate leisure and career guidance

Description: This is an interactive program which guides the user through a series of 92 selected leisure activities in approximately 15 minutes. The user responds to each activity with an interest level. At the end, the program evaluates the cumulative responses, assigns each activity weighted values of interest in each of four major categories, and calculates the results. A brief interpretation is given of the significance of each category. Both the results and the interpretations are shown on a line printer for future reference. *(This description pertains to the version developed in 1985. The Apple version was revised March, 1987.)*

Note: See Section III for a review of this program.

LIFE AND CAREER PLANNING: THE FUTURE IS YOURS

Summary: Students learn the importance of deciding what type of lifestyle to strive for and how their career goals affect the way they live.

Hardware: Apple II, IIe; TRS-80 Models III, IV; IBM PC, 64K

Intended Users: High school students

Contact(s): Cambridge Career Products
Career Aids, Inc.
Education Associates

Cost: $64.95 - $79.95

Description: This program focuses on the difference between skilled and unskilled jobs and the prerequisites of each. Students are then able to decide on career choices that enable them to maintain their chosen way of life. Students are encouraged to assess their current skills and abilities to obtain desired results.

OCCUPATIONAL INTEREST MATCHING

Summary: Students explore information on a variety of jobs and see the occupations that correspond to their preferences.

Hardware: Apple II, IIe, 48K, DOS 3.3; IBM PC, 64K; TRS-80 Model III, 48K; Commodore 64, 64K; disk drive required

Intended Users: Junior high and high school students

Contact(s): Cambridge Career Products
Career Aids, Inc.
Opportunities for Learning

Cost: $199.00, includes one disk with backup and manual

Description: Students answer a series of 20 questions concerning their preferences in job characteristics. The computer then compares the students' responses with the characteristics of more than 590 occupations as defined by the Department of Labor. The titles of those jobs which most closely match the students' replies are displayed on the computer screen. The student can then select a particular job from the screen and have the computer provide a more detailed description such as salary, educational requirements, etc. Occupations can be selected from any of 19 general categories. With this program, students will discover what kind of job they may want, and the relationship between educational plans and occupational opportunities.

PACS: PERSONAL ASSESSMENT/CAREER SYSTEM

Summary: PACS allows individuals to learn about their strengths and weaknesses and how these can be used effectively in job situations. It complements career information systems.

Hardware: Apple II; IBM PC, XT, AT, and compatibles

Intended Users: High school and college students

Contact(s): Mentor Group

Cost: $295.00, includes four diskettes, user manual

Description: The PACS package consists of four components. Each may be used as a stand-alone unit. In the "Workstyle Assessment" component, users learn about themselves and how to be more effective in the workplace. "Workstyle" is described by DISC (Dominance, Influencing, Steadiness and Compliance) dimensions. Narrative and graphic interpretations are seen on screen and in hard copy. The "National Information" component allow user's workstyle to be compared with workstyles usually needed for effective functioning in over 500 different occupations identified by D.O.T. codes. It compares individual and job workstyles in graphics. A "Future Careers" component allows users to compare career plans with future trends predicted in the book, *Megatrends*, and to explore occupations that are emerging or are predicted to emerge. A "Resume Preparation" component is included. This package complements career information systems, such as SIGI PLUS by providing behavioral information. In addition, it computerizes behavioral assessment, reducing the reliance on paper instruments. *(This description pertains to the version developed in 1985.)*

PERSONAL CAREER DIRECTIONS (PCD)

Summary: This is an interactive career counseling package that produces a short list of appropriate occupations.

Hardware: IBM PC, XT, or compatibles, 128K

Intended Users: Students from junior high school through university levels, government agencies, businesses, private counseling organizations

Contact(s): Software Research Corporation

Cost: $400.00 (plus $250.00 mandatory maintenance and support), includes 5 diskettes (program with backup, occupations, counselor utilities with backup); Counselor Guide; User Guide; Client Information Outline; listing of 1000 occupations; $250.00 for annual updates and enhancements; quantity discounts available

Description: PCD enables users to interact with sets of factors, including temperaments, aptitudes, interest, physical activities and many more, to produce a short list of appropriate occupations from a file of 1000. "Quicklist" allows a full profile to be keyed in quickly for a complete session summary and "Scan" enables a fast search for specific items of information. A "History File" stores all sessions on disk. Printouts may be made of any screen display.

PETERSON'S CAREER PLANNING SERVICE

Summary: PETERSON'S CAREER PLANNING SERVICE is a comprehensive new guidance and information package designed to help students and adults identify occupations suited to their abilities and personalities in order to begin career planning and to make career decisions.

Hardware: Apple IIc, IIe, 64K, 80-column display; IBM PC, 128K

Intended Users: Secondary school students, college students, and adults

Contact(s): Cambridge Career Products (Apple)
Peterson's Guides, Inc. (Apple and IBM)

Cost: $245.00, less 10% for non-profit organizations, includes program diskettes, student data diskette, counselor/student manual, and 20 student workbooks

Description: PETERSON'S CAREER PLANNING SERVICE helps users assess their personalities and provides them with a personalized list of career possibilities. The program consists of seven modules that may be used in any order:

- interactive exercises to help users assess their personalities
- a personality style chart that interprets the personality assessment exercises
- a list of careers that match the user's personality style
- instructions for developing occupational profiles and conducting information interviews
- rating to match the user's personal assessment and occupations on the "Career Possibilities" list
- strategies for achieving career goals
- a listing of college majors related to the user's career goals (linked to Peterson's College Selection Service)

(This description pertains to the version developed in October, 1986.)

PIC—PICTORIAL INVENTORY OF CAREERS

Summary: This vocational interest assessment program uses filmstrip pictures instead of written matter and aimed at vocational technical careers.

Hardware: Apple; TRS-80; IBM; printer

Intended Users: Version 1: Regular vocational students

Version 2: Low-functioning vocational students (disadvantaged, emotionally, physically and academically handicapped)

Contact(s): Talent Assessment, Inc.

Cost: $495.00 (filmstrip/cassette format), $695.00 (video cassette format); includes programs at both levels, 100 response forms for each manual, complete scoring package, carrying case

Description: This program is suitable as an alternative or supplement to the usual assessment instruments. It uses 35mm filmstrips or video cassettes, instead of written words and emphasizes feelings more than verbal processes. PIC contains 119 scenes of actual work settings, which participants rank from "strongly like" to "strongly dislike." There are 11 categories of environmental preferences and 17 career areas. Scoring is done by computer which provides a printout, or by hand. Test results can pinpoint strong interests and dislikes and areas of little or no work knowledge. Further career awareness activities may be indicated. This assessment forces clients to think and forces cognitive and affective career choices. It takes less than 20 minutes, and can be used individually or in group. Results correlate to D.O.T., G.O.E. and training courses. It has been screened for sex fairness and avoidance of role stereotyping. *(This description pertains to the version developed in 1985.)*

SELF EXPLORATION SERIES

Summary: These three individual programs help students develop an information base for important decisions (WHO AM I), become aware of career potential and development (CAREER EXPLORATION), and assess ability to study effectively (STUDY SKILLS).

Hardware: Apple II series, 48K, DOS 3.3, one disk drive required; TRS-80 Models III, IV

Intended Users: Junior high and high school students

Contact(s): Career Aids, Inc.
Careers, Inc.
Opportunities for Learning, Inc. (Apple only)

Cost: $39.95 per program, includes 2 diskettes and documentation; $107.85 for set of three

Description: WHO AM I? helps students create an adequate base for making significant decisions. This interactive system includes four inventories that students can use to learn more about themselves:

- Money Values Inventory—students assess their use of money in five areas: love, power, security, status, and autonomy.
- Parent Relationship Scale—helps students examine their self-concepts across five areas: general self-image, thinking, body image, social relationships, and school.
- Stress Management—helps students understand stress in their lives.
- File Manager—allows the counselor to review one student's responses, find the average score for all students or for males and females separately, etc.

CAREER EXPLORATION has as its primary focus to help students become aware of their vocational potential and understand the elements of career development.

- Occupational Values Questionnaire—asks students to assess their values in terms of security, status, recognition, financial reward, self-expression, and personal relationships.
- Occupational Orientation Matrix—helps students differentiate between task- and people-oriented functions.

- Career Planning Questionnaire—enhances the student's knowledge about career planning and career decision making. Data from the *Occupational Outlook Handbook* is presented to increase student knowledge.
- Internal-External Occupational Orientation Survey—helps students assess their preferences for working alone, with others, or in situations that offer both possibilities.
- File Manager—allows the counselor to review students' scores and collect data which can be used to assess needs and develop counseling and guidance interventions.

STUDY SKILLS assists students to assess their abilities to study effectively using these four inventories:

- What is Your Attitude Quotient?—based on the belief that individuals use a number of thought processes to solve problems. It categorizes student thinking processes into one of four thinking styles - intuitive, pragmatic, abstract, or concrete.
- How Do You Study?—uses 35 items to assess student studying effectiveness across seven key areas.
- How Do You Learn?—classifies students into one or more primary styles and discusses the implications of each.
- File Manager—allows the counselor who knows the password to review scores and collect data to assess needs.

SETTING CAREER GOALS THE MICRO WAY

Summary: In this program, people who have already identified their career interests can develop career goals and a career plan.

Hardware: Apple II; IBM PC, 64K; TRS-80 Models III, IV; one disk drive, printer recommended

Intended Users: Junior high and high school students, college students, and adults

Contact(s):
Career Aids, Inc.
Career Development Software
Jefferson Software

Cost: $59.00 - $79.00, includes one disk and manual

Description: The menu consists of the following programs:

- "What Is a Goal?"
- "Why Set Goals?"
- "Implementing Goals"
- "Plan Making Concepts"
- "Individual Career Plans"
- "Career Plan Printer"
- "Reset the Career Plan File"
- "Goal and Task Oriented Behavior"

The student can complete the program with an actual career plan which can be stored on the disk for later retrieval. The program is highly interactive with actual case studies. The user learns the difference between a goal-oriented career plan and a task-oriented career plan. When finished, the client will have a major career goal, three objectives to reach that career goal, people who can help him/her, the skills needed, the cost in terms of time and money, and major risks involved. *(This description pertains to the version developed in 1985.)*

SIX-FACTOR AUTOMATED VOCATIONAL ASSESSMENT (SAVAS)

Summary: SAVAS matches students with interest patterns for occupations.

Hardware: Apple II series; IBM PC

Intended Users: High school students through adults

Contact(s): Southern Micro Systems

Cost: $195.00, includes manual and one disk

Description: SAVAS is a guidance program. It matches client or student interest patterns with information about occupations listed in the *Occupational Outlook Handbook*. SAVAS can be used by counselors and clients. It provides job outlook information into the 1990's. *(This description pertains to the version developed in 1986.)*

SUPERVIEW

Summary: SuperVIEW is a simplified computerized assessment of skills and interests that provides access to a microfiche set of career information written at the 3rd-4th grade reading level.

Hardware: Apple II series, one disk drive

Intended Users: Learning disabled or handicapped middle school, high school, and community college students

Contact(s): C/VEG Publications, Santa Clara County Office of Education

Cost: $150.00, one diskette; $75.00, SuperVIEW microfiche; $200.00, complete package

Description: SuperVIEW is a computer access system to a microfiche set that helps students explore careers for which they are best suited according to their interests and aptitudes. SuperVIEW microfiche include 159 occupations at a 3rd-4th grade reading level and microfiche describing 200 military occupations with their civilian job equivalencies. In the computer program students respond to multiple-choice questions about their likes, limitations, and abilities. The computer then sorts through its occupational file for best matches. Students can read more about the suggested occupations from the microfiche. *(This description pertains to the version developed in 1985.)*

TAP: TALENT ASSESSMENT PROGRAM

Summary: This program uses the computer to measure the functional aptitudes of a client and link them to suggested types of work.

Hardware: Apple; IBM; TRS-80 Models III, IV

Intended Users: Handicapped or non-handicapped adults; reading not required

Contact(s): Talent Assessment

Cost: $5,360.00, includes testing equipment, multi-disk computer scoring, portable carrying case and 1 1/2 days on-site training

Description: The client uses special equipment provided for 10 hands-on tasks where his/her aptitude for visualization and retention, discrimination, and dexterity are determined. The tasks can be administered singly or in a group.

TAP measures skills needed for mechanical, industrial, and building trades; electronics and computer programming; diagnostic technicians or assemblers; artists, tile setters and laboratory technicians; upholstering, auto body work, sandblasting, physical therapy or dental work; jewelry making; material handling; or heavy industrial and mechanical work. After completing the assessment, the staff enters test times into the computer, which summarizes data in two minutes. TAP provides percentiles for norm groups, details about strengths, and specifies job code information. The computer searches for jobs in the D.O.T. and G.O.E. based on five characteristics. Local job information can be keyed in. With a word processing program the information in TAP can be combined with individual education plans or vocational plans. *(This description pertains to the version developed in 1981.)*

Note: See Section III for a review of this program.

VALUESEARCH

Summary: Three different types of value clarification activities help students learn which work values are most important to them.

Hardware: Apple II+, IIc, IIe; TRS-80 Models III, IV; IBM PC

Intended Users: Middle school and high school students, adults

Contact(s): Career Aids (IBM PC)
Computer Concepts, Inc./The Guidance Shoppe

Cost: $95.00, master disk; $159.95, lab pack (Apple only), includes 1 master and 5 student disks; may be ordered on approval

Description: Students explore their work values with this interactive program. The color graphics and game format make learning about values fun and help students discover what they really want from a job. Three activities look at the same 12 work values using three different approaches. Each activity takes only 10-15 minutes to complete and can be used alone or in combination with others. The values are money, variety, prestige, creativity, independence, leadership, stress level, job challenge, work environment, job security, leisure time and social service. The program includes a "values comparison" which is a valuable tool for the counselor. Printouts are available of all results.

VIP: VOCATIONAL IMPLICATIONS OF PERSONALITY

Summary: The VIP is a computerized personality assessment program designed to describe a person's working style, relationship to the world, and decision-making approach.

Hardware: Apple II series; IBM PC; TRS-80

Intended Users: Junior high school students, high school students, and adults; written at a 5th grade reading level, non-discriminatory, useful for handicapped and disadvantaged; audio version available for visually impaired or low-level readers

Contact(s): Talent Assessment, Inc.

Cost: $795.00, includes two disks, backups, manual, one set of transparencies, four cassettes, audio instruction, and carrying case

Description: This program will take about 15 minutes to complete by the student or client. The user answers a series of questions and then is provided with feedback on the indicated personality characteristics and occupations in which the individual is most likely to succeed. Results of the program should be viewed within the context of the person's limitations, aptitudes, and goals. The VIP program helps determine if the person sees the world with a holistic (imaginative, intuitive) or incremental (solver of puzzles) vision; whether the individual is focused inward or on the world around him/her; and whether one makes decisions based on analysis or on feelings. The program can combine these attributes and tell the user whether he/she falls into the "Forecaster," the "Enthusiast," the "Organizer," the "Precisionist," the "Designer," the "Caretaker," the "Socializer," or the "Purist" personality type. *(This description pertains to the version developed in 1987.)*

Note: See Section III for a review of this program.

VIP: VOCATIONAL IMPLICATIONS OF PERSONALITY JR. (VIP JR.)

Summary: This program provides a personality test with associated careeer planning materials intended for students beginning a career search.

Hardware: Apple II, 128K; IBM XT or compatible

Intended Users: Upper elementary, middle or junior high school students

Contact(s): Talent Assessment Inc.

Cost: $595.00

Description: This program has three basic phases: 1) Test Administration, Scoring and Interpretation; 2) Associated Guidance Activities, and 3) Exploration of Occupations. Similar to Myers-Briggs Type Indicator with different type names, the number of types is reduced from 16 to 8. A report is generated for discussion.

Note: See Section III for a review of this program.

VOCATIONAL INTEREST PROFILE REPORT (VIPR)

Summary: VIPR allows students to identify broad work areas (clusters) that are most interesting to them.

Hardware: Apple II series; IBM PC

Intended Users: 8th to 12th grade or vocational students

Contact(s): Cambridge Career Products

Cost: $98.00, includes diskette and documentation

Description: Students indicate if they are interested in performing a number of specific work activities (e.g. teach modern dance, design and paint signs, analyze data on weather conditions, manage a dairy ranch, and over 200 more activities) that are found in a broad range of industries and occupations. The computer analyzes the student's responses and ranks the 12 work categories from "most interested" to "least interested." The 12 work activities covered include: Artistic; Scientific; Plants and Animals; Protective; Mechanical; Industrial; Business Detail; Selling; Accommodating; Humanitarian; Leading-Influencing; and Physical Performing. Each student receives a detailed printout listing the 12 categories in rank order, descriptions of each category, examples of jobs within each category, and references to *The Guide for Occupational Exploration* and *The Dictionary of Occupational Titles. (This description pertains to the version developed in 1986.)*

VOC-TECH QUICK SCREENER

Summary: This is a program to help students learn about vocational and technical jobs that require less than two years of training. An assessment feature matches the student with 14 voc-tech job clusters.

Hardware: TRS-80 Models III, IV; Apple II+, IIe; IBM PC; Franklin Ace 1000

Intended Users: Any high school student, out-of-school youth, or adult who wants guidance in selecting a job that will not require a college education

Contact(s): Career Aids, Inc.
CFKR Career Materials

Cost: $79.95, includes diskette and user's guide

Description: The student first answers a few questions about work interests. The computer then matches those interests with 14 job clusters that focus on areas that do not require formal college training (for example, clerical, health service, transportation, and personal service). The student then puts in his/her aptitudes, interests, educational achievements, work experience, hobbies, additional training and desires. The self-appraisal plus the interest assessment is then compared again with the clusters, and the student focuses on a preferred job cluster. The program then lists 20 prominent and in-demand job titles for the student to review and choose a job most compatible with his/her interests and plans. The total process allows the student to become familiar with 280 voc-tech jobs. The printout presents a structured plan. *(This description pertains to the version developed in 1986.)*

VOCATIONAL RESEARCH INTEREST INVENTORY (VRII) REPORT

Summary: The VRII REPORT program enables users to assess their interests and generate personal statistical analysis and profiles.

Hardware: Apple II series; IBM PC and compatibles; one disk drive

Intended Users: Junior high and high school students, adults

Contact(s): Vocational Research Institute

Cost: $295.00 (plus shipping and handling)

Description: Students choose "like," "?," or "dislike" for 162 interests and the computer reports their scores on 12 Department of Labor interests areas, comparing them to a sex and age reference group, either 17 years and younger or 18 years and older. Interest areas are also presented graphically. A student refers to the *Guide for Occupational Exploration* for sub-groupings and job titles in the interest areas. The software has a 4th grade reading level, and uses only the arrow and return keys. A paper-and-pencil version can be used and answers typed in for computer scoring.

CAREER EXPLORATION SERIES (CES)

Summary: The CAREER EXPLORATION SERIES (CES) is a series of six surveys, each focusing upon a major work cluster.

Hardware: TRS-80 Models III, IV; Apple II+, IIe; Commodore 64; IBM PC; Franklin Ace 1000

Intended Users: Grade 9 through adult

Contact(s): CKFR Career Materials, Inc.
EISI (no Franklin Ace)

Cost: $ 49.95 per diskette; $249.95, the complete series of 6 diskettes; $124.88, lab pack (5), specify title

Description: The CES inventories focus on work clusters and are highly recommended to help narrow and refine career exploration. It is highly suggested that the complete series be available to utilize the whole range of major clusters. Students like to take each survey in the CES for a wide-range of career options and for career awareness.

Clusters are:

- Agriculture, conservation, forestry (AG-O)
- Business, sales, management, clerical (BIZ-O)
- Consumer/home economics (CER-O)
- Design, art, communications (DAC-O)
- Industrial, construction, mechanics, transportation (IND-O)
- Science, math, and health (SCI-O)

Note: See Section III for a review of this program.

CAREER INVENTORY ASSESSMENT

Summary: CAREER INVENTORY ASSESSMENT assists students in preparing an assessment of job opportunities.

Hardware: Apple II, IIe, 48K, DOS 3.3; disk drive required

Intended Users: Junior high and high school students

Contact(s): Career Aids, Inc.

Cost: $79.95, includes one disk and documentation

Description: This program is designed for counselors and administrators who wish to prepare an individualized guidance program for students who need an assessment of their job opportunities in the rapidly changing employment market. CAREER INVENTORY ASSESSMENT makes use of matrices developed by the Department of Labor in a computerized process of calculations. Students can get a printout of job opportunities suggested by the program.

CAREERS

Summary:	Using graphics, this program associates tools with a career.
Hardware:	Pet, 8K; Commodore 64
Intended Users:	Primary and lower intermediate students
Contact(s):	Robbinsdale Area School District 281
Cost:	$9.95
Description:	The student decides which of three given careers will most likely use the tools that are shown. Helpful hints are given each time around and feedback is given until the right choice is made.

CAREER SCAN IV

Summary:	Using an 8-item questionnaire, students can search and explore over 800 occupations in conjunction with their interests and abilities.
Hardware:	Apple II series; TRS-80 Models III, IV, IVP, 1.2 DOS; IBM PC; Commodore 64, 8032, 4032; monitor, one or two disk drives, printer recommended
Intended Users:	Junior high and high school students
Contact(s):	Cambridge Career Products Career Aids Education Associates (Apple) National Educational Software Services Opportunities for Learning
Cost:	$169.00; $179.00, Apple and TRS-80
Description:	CAREER SCAN IV is a comprehensive, low-cost guidance information package that helps students search and explore over 800 occupations. Students can independently enter information regarding their interests and abilities. Eight question categories with 42 variables are used in the search which takes about 15 minutes to complete. The output, which can be printed if desired, lists and describes those occupations that best fit the student's profile. The program also provides references to page numbers in federal publications where more detailed information may be found. *(This program is updated annually.)* Note: See Section III for a review of this program.

CAREER SERIES: COMPUTER AIDED DRAFTING (CAD)

Summary:	Career opportunities in computer-aided drafting are addressed in this tutorial software.
Hardware:	Apple II; IBM PC, 128K, color graphics card
Intended Users:	High school students through adults
Contact(s):	Photocom
Cost:	$80.00, includes one disk and documentation

Description:	This is a menu-driven program which includes sections on "Career Opportunities in CAD;" "Is CAD for You?" "An Introduction to CAD Basics;" "CAD Hardware;" and "Applications of CAD Principles." This software can be used as an introduction to CAD or as a career review in any class already using the drafting system. Quizzes generated at the end of each lesson are stored for review and may be printed.

CAREER SKILLS

Summary:	This program compares five occupations and five skills at a time.
Hardware:	Commodore 64; PET 8K (old and new ROMS)
Intended Users:	Intermediate: 4th, 5th, and 6th graders
Contact(s):	Robbinsdale Area School District 281
Cost:	$9.95 tape; $7.50 disk
Description:	This program provides practice in relating current skills with selected careers. The user is then asked to select a career skill and review a job listing for that skill. Time: 20-30 minutes.

CAREER SYSTEM 2000

Summary:	This system provides detailed information on over 560 careers with the option of a screen or printout presentation.
Hardware:	Apple II, II+, IIe, 48K memory, one or two disk drives, 3.3 DOS, printer optional; IBM PC (or compatibles), 256K, one or two disk drives, printer optional; data disks can be transferred to hard disk
Intended Users:	Students in grades 7-12 and college, adults needing information on careers
Contact(s):	Careers, Inc. Education Associates
Cost:	$220.00, includes one double-sided program disk, three double-sided data disks, user's manual; annual updates are half-price
Description:	CAREER SYSTEM 2000 is a computer reference database of detailed career descriptions. Each of the over 560 occupations in the system gives information on the duties and working conditions of the career(s) selected, e.g., physical surroundings, physical demands, aptitudes, temperaments, educational requirements, interests, opportunities, earnings, outlook, where employed, and sources of additional information. There is a screen and/or printout presentation. Information can be accessed by title; DOT, SOC, or GOE codes; or cluster category. Other programs available are:

- HEALTH SYSTEM 2000 ($65.00) with 140+ careers. (Apple only)
- SCIENCE SYSTEM 2000 ($65.00) with 140+ careers. (Apple only)
- BUSINESS SYSTEM 2000 ($65.00) with 140+ careers. (Apple only)
- INDUSTRIAL SYSTEM 2000 ($65.00) with 170+ careers. (Apple only)
- SEMI-SKILLED 2000 ($65.00) with 170+ careers. (Apple only)

All programs have demonstration disks available.

(This program is updated every two years.)

CAREERS IN HOSPITAL NURSING

Summary: This is an assessment inventory designed to help discover if a career in nursing is an appropriate choice.

Hardware: Apple II series; IBM PC or compatible; one disk drive, printer recommended

Intended Users: High school students

Contact(s): Jefferson Software

Cost: $150.00

Description: A 30-item inventory introduces the client to six major personality types found within hospital nursing. Each type is described in terms of preferred work activities, preferred work values, preferred hospital department, or preferred leadership style. Also included is a test which measures retention of the foregoing concepts. The student may change any answer to see its impact on his/her career direction.

CAREERS OF THE FUTURE

Summary: A futuristic format introduces the student to the high demand careers that will emerge within the next 50 years.

Hardware: Apple II series

Intended Users: High school students

Contact(s):
Cambridge Career Products
Career Aids, Inc. (2 disks)
Career Development Software
The Conover Company
K-12 Micro Media

Cost: $79.00, single-year version (Cambridge Career Products); $150.00, includes 3 disks and manual with free annual updates

Description: With this microcomputer program, the student may access more than 200 high demand future careers based on the latest research. This simulation game takes place in the year 2030 in which a computer bank matches a newborn's potential interests, values, and skills from genetic patterns with the perfect future career. Students will explore careers in space, energy, the ocean, robotics, and computer/information.

All five career areas are linked together with unique futuristic challenges. Starship invasions, assembling robots, maze survival, and cryptograms develop an awareness of the vast possibilities for future careers. A typical day in the year 2030 is also explored. *(This description pertains to the version developed in 1987 by Career Development Software.)*

CHOICE BUSINESS AND OFFICE SERIES

Summary: This is a group of 26 programs using the microcomputer as a job simulator to teach hands-on skills, explore careers, and try out job entry skills.

Hardware: Apple II series; IBM PC; TRS-80 Models III, I; optional printer; some programs require additional equipment, like 10-key keypad, play money

Intended Users: High school students and adults

Contact(s): Career Research Corporation

Cost: $375.00 to $490.00 for each career (includes 2 to 5 diskettes, audio tapes, workbook, guide)

Description: This series provides hands-on instruction, practice and try-out career introduction to these fields: junior and senior level typists, data entry clerk, bookkeeping, office machine operator, cashier, file clerk, receptionist, general secretary, administrative secretary, legal secretary, word processor, stenographer, shipping and receiving clerk, statistical clerk, stock clerk, bank clerk, programmer, airline reservation clerk, bank teller, systems analyst, bank officer and manager, accountant, personnel and labor worker, and manager. Also available is a job readiness test series and an occupational interest matching program that sell for $199.00 each.

COMPUTERIZED CAREER SERIES

Summary: This is a group of six disks which allows students to explore careers related to subjects in which they excel.

Hardware: Apple II; TRS-80 Models III, IV

Intended Users: Intermediate and secondary students

Contact(s): Occupational Awareness

Cost: $82.50 per disk; includes main and backup diskette, instructions and 100 student worksheets; subject packets vary; $24.75, annual updates

Description: There are six programs covering careers in General Math, College Math, Business, Health, Science and Industrial Education. Each can be supplemented by a Subject Packet which includes a Teacher's Guide with activities, lesson plans, duplication masters, pre- and post-tests, career ladder, and survey and interview worksheets. *(This program is updated annually.)*

EMERGING OCCUPATIONS INTEREST INVENTORY

Summary: This is a program to match student interests against 100 "careers of the future."

Hardware: Apple II; IBM PC

Intended Users: Grade 9 to adult; 6th-7th grade reading level

Contact(s): EISI

Cost: $68.50, includes disk, backup, and guide

Description: Students can see whether they have potential for success in any of the careers that are supposed to experience growth. After entering their interests, the students learn which occupations are most suitable for them. They are referred to the enclosed career guide for more in-depth information.

ENGLISH ON THE JOB

Summary: ENGLISH ON THE JOB allows special students to explore careers, practice basic English skills related to the occupations, and receive diagnostic and remedial English skills information.

Hardware: Apple II, one disk drive, color monitor, optional printer

Intended Users: Special needs and at-risk students

Contact(s): The Conover Company

Cost: $995.00, includes complete system of 33 disks, 31 student guides, teacher's guide, carrying case; $39.95 per disk of one career area, 2 guides

Description: Students perform selected tasks for each occupation chosen and learn the communication requirements and if they can handle them. They learn the relationship between their interests and the English skills needed for the job. It gives them a reason to get extra English training, if necessary. ENGLISH ON THE JOB covers many vocabulary, spelling, listening, speaking, reading, and writing competencies. The occupations represented in the system are:

- Accounting Clerk/Bookkeeper
- Barber/Cosmetologist
- Carpenter
- Cashier
- Combination Welder
- Computer Service Technician
- Construction Laborer
- Cook
- Electrician
- Grain Farmer
- Graphic Designer
- Heavy Equipment Operator
- Janitor/Maintenance Person
- Local Truck Driver
- Machinist
- Maintenance Mechanic
- Meat Cutter
- Metal Product Assembler
- Motor-Vehicle Mechanic
- Nurse's Aide/Assistant
- Painter
- Plumber
- Programmer
- Radio/TV Service Person
- Receiving Clerk
- Sales Clerk
- Secretary/Clerk Typist
- Sheet-Metal Worker
- Taxi Driver
- Tractor-Trailer Driver
- Waiter/Waitress

(This description pertains to the version developed in May, 1988.)

EXPLORING CAREER OPTIONS

Summary: Improved reading comprehension and knowledge of job fields are twin goals of the 16 programs in this series.

Hardware: Apple series

Intended Users: High school students

Contact(s): Intellectual Software

Cost: $34.95 per disk without management component; $44.95 per disk with management component; $435.00, entire series without management component; $595.00, entire series with management component

Description: High-interest reading passages cover job descriptions, information on educational and training requirements, and predictions of future opportunities in specific areas. Multiple-choice questions test reading comprehension. Incorrect answers lead to complete explanations. An optional management system keeps track of students' scores in each lesson. Programs available focus on:

1. Office Careers
2. Business Careers
3. Retailing
4. Computer Careers
5. Advertising & Public Relations
6. Publishing
7. Interior Decorating & Fashion Design
8. Printing & Graphic Arts
9. Medicine
10. Nursing
11. Social Work & Public Health
12. Public Safety
13. Teaching
14. Military Careers
15. Factory Careers
16. Construction Work

Note: See Section III for a review of this program.

GUIDANCE COUNSELOR: CAREERS

Summary: Students can explore hundreds of career options with this program.

Hardware: Apple II, IIc, IIe; requires 80-column card for printing

Intended Users: Grade 9 through college

Contact(s):	CBS Interactive Learning/Holt, Rinehart and Winston
Cost:	$150.00, includes program disk, backup, data disk, student guide, and teacher's guide
Description:	This 4-step career selection system helps students assess over 300 occupations based upon their educational commitment, work environment preferences, abilities, and interests. Four individualized reports are generated: "Top Interest Area," "Abilities," "Suitable Occupations," and "Occupational."

HEALTH SERVICES CAREERS

Summary:	This is a series of 16 tutorial lessons on eight cassettes covering various facets of health services careers.
Hardware:	Apple II, II+, IIe; Atari 600/800 XL and "master cartridge"; Commodore 64 and "conversion kit"
Intended Users:	Career counselors/counselees
Contact(s):	Dorsett Educational Systems
Cost:	$59.90 + "master cartridge" ($9.95) or "conversion kit" ($99.00), includes 16 lessons on 8 computer cassettes
Description:	This tutorial covers health services careers such as medical team, medical specialties, clear communications, and much more. All lessons include audio narration. *(This description pertains to the version developed in 1982.)*

HOW FAST CAN YOU TYPE RIGHT?

Summary:	Students learn information about careers as they improve typing skills with drills, games, and tests.
Hardware:	Apple II series, 48K; IBM PC, PCjr., 64K; Commodore 64, 64K
Intended Users:	High school students
Contact(s):	Career Aids
Cost:	$39.95, includes 1 disk, documentation
Description:	This program enables students to use meaningful career information as typing exercises. Accuracy is emphasized over speed. Included for each career are instructions, vocabulary and spelling drills, plus one-minute, three-minute and five-minute tests. The following careers are included: accountant, geologist, lawyer, paramedic, carpenter, hotel manager, mechanic, systems analyst, dietician, interior designer, newscaster, technologist, engineer, jeweler, officer, and waiter/waitress. *(This description pertains to the version developed in 1985.)*

JOB SEARCH

Summary: With this program, entering a person's skills and worker traits on the computer results in a printout of possible occupations.

Hardware: Apple II series, 48K; printer and disk drives required

Intended Users: High school students to professional job seekers

Contact(s): Cambridge Career Products
E & F Vocational Software

Cost: $125.00 (Cambridge $149.00)

Description: Client attributes are put into the computer; (e.g., working conditions, physical demands, aptitude level based on assessment tests, GED level and interest areas). The program prints out possible occupations which refer directly to the *DOT*. The Apple version contains 1,864 occupational listings.

MANAGING TO THE TOP

Summary: This program explores the basics of a career in management.

Hardware: Apple II series; IBM PC, XT; TRS-80 Models III, IV

Intended Users: High school and college students

Contact(s): Career Development Software

Cost: $79.00, includes disk and manual

Description: MANAGING TO THE TOP looks at the skills a manager needs in order to be successful: budgeting, supervising, communicating, delegating, etc. Each skill is covered in depth with multiple case studies and interactive formats. MANAGING TO THE TOP emphasizes the positive managing approach, rather than the manipulative managing approach, and is an excellent way for students to explore the career of managing in a low-risk setting. Settings include such areas as small business, education, and large companies. Organizational structures are also covered. ***(This description pertains to the version developed in Summer, 1985.)***

THE MARKET PLACE

Summary: This is a simulation program to teach economics concepts such as supply and demand.

Hardware: Apple IIGS, 64K, with or without Corvus network; Commodore 64, 64K; IBM PC, 128K; TRS with color, 32K

Intended Users: Grades 3-9

Contact(s): MECC

Cost: $39.00 (Commodore or TRS); $49.00 (Apple and IBM 5 1/4-inch disk); $55.00, (Apple 3 1/2-inch disk)

Description: In this program, students get into the business of selling apples, tomato plants, and lemonade. They try to find the best price for their products and the optimal use of advertising in order to increase business.

MATH ON THE JOB

Summary: This software allows special needs and at-risk students an opportunity to explore careers, practice basic math skills related to vocations, and get diagnostic and remedial occupationally-related math information.

Hardware: Apple II series, one disk drive, color monitor, optional printer

Intended Users: Special needs and at-risk students; 4th grade reading level

Contact(s): The Conover Company

Cost: $995.00, includes 31 double-sided disks and manuals; $39.95 per individual career area

Description: This microcomputer version includes one double-sided disk per career area, with 31 careers represented. It is enhanced with color graphics and immediate feedback on responses. Results are scored and printed for each math competency within the career area. There is an extensive management system with diagnostic and remedial capabilities. Fifty students can be scored on one data disk. It can be purchased by single career area or as a complete set. Math competencies measured are: whole numbers, fractions, decimals, percentage, equivalents, average, ratio and proportion, graduated scales, tables and charts, scale drawings, measurement, and estimation. *(This description pertains to the version developed in 1987.)*

MECA: MICROCOMPUTER EVALUATION OF CAREER AREAS

Summary: This is a hands-on vocational assessment system tied into the client's interests and abilities, with educational preparation and job placement as the goals.

Hardware: Apple II series, color monitor optional, cassette control device optional for non-readers, printer and dual disk drives needed for management functions

Intended Users: Junior high, middle and high school students

Contact(s): The Conover Company

Cost: $350.00-$750.00 per career kit, includes 5-6 diskettes, hand tools, hardware, supplies, manual and forms; $250.00, includes software and manuals only; $49.95 - $600.00, management software

Description: The MECA system begins with the identification of vocational interests with CAREER SURVEY. This program identifies major interests and lists related WORK SAMPLES to administer. CAREER PLANNING SYSTEM further clarifies the interests, helps the user explore careers and identify related school courses. By using the Learning Activity Packet, s/he identifies weaknesses in basic academic skills and gets practice in learning basic skills like reading a ruler or a meter. Each "work sample" represents an actual job taken from industry that is a hands-on simulation of all or part of a job. Each sample uses actual hardware tools and supplies commonly found in the job - a practical approach for those with little exposure to the world of work. Each task is presented in graduated steps, shown in full color, high resolution graphics along with written instructions on the monitor. A cassette control device can be used for low and non-reading users.

The following career areas are currently available (each with three separate work samples taking 20 minutes): automotive, building maintenance, graphic design, cosmetology, custodial housekeeping, electronics, small engines, food service, business and office, manufacturing, distribution, health care, construction, horticulture, and computers.

The software provides JOB SEARCH to find job titles in *DOT*, and LOCAL JOB BANK to find local employers who have the desired jobs. A VOC MATCHING program identifies the job competencies required and makes curriculum recommendations. Results can be summarized in a vocational assessment word processing program, VOC REPORT.

(This description pertains to the version developed in 1985.)

MICRO GUIDE TO CAREERS SERIES

Summary: Eight high-demand careers are examined based on the Work Activities Inventory.

Hardware: Apple II; IBM PC; TRS-80 Models III, IV; one disk drive, printer optional

Intended Users: High school and college students, adults

Contact(s):
Cambridge Career Products
Career Development Software
Jefferson Software

Cost: $49.00 - $59.00 per diskette

Description: Each diskette stands alone and explores jobs expected to have a positive future. Micro guides to high tech careers, nursing careers, fashion careers, counseling/teaching careers, sales careers, office occupations, self employment and liberal arts careers are included. Each disk contains a "Professional Profile" that allows the user to compare his/her learning style with that of a professional in the field. There is also a career ladder and a job bank with over 75 descriptions of leading job titles.

MICRO-SKILLS I AND II

Summary: This is an inventory of 72 transferable building-block skills developed specifically for identifying appropriate occupations using a computer.

Hardware: Apple II+, IIe, 3.3 DOS, disk drive, monitor, and optional printer; IBM PC or compatibles, 128K

Intended Users: High school students to adults

Contact(s):
CIASA
EUREKA (in California)
Wintergreen Software (outside of California only)

Cost: $490.00 - $750.00; worksheets may be purchased for a minimal fee.

Description: The EUREKA Skills Inventory is a paper-and-pencil instrument which asks clients to sort 72 skills into four categories (very satisfying to not satisfying). The SKILLS program calculates the degree of matching between each occupation and the client's skills, listing the top 30 occupations and allowing the client to look more closely at any one. It produces a list of skills required by a specific occupation, along with the client's self-reported skills. Brief descriptions for each occupation include duties, level of physical activity, educational requirements, salary range, work setting, and size of community in which the occupation is found. A mail-in scoring service is also available for the paper-and-pencil instrument. *(This program is updated annually.)*

Micro-SKILLS II combines all the features of Micro-SKILLS I and a wide range of new features to make it even easier to adapt to different types of clients and settings. Clients can select their skills at the computer and return to the computer to review their skills. A batch, or automatic processing option, is also available. Either version has worksheets and card sorts for regular and easy reading levels. *(This description pertains to the version developed in 1985.)*

Note: See "Eureka Skills Inventory," Section III, for a review of these programs.

MILITARY CAREER SORT

Summary: This software allows students to explore military enlistment from a career-decision-making viewpoint.

Hardware: Apple II series, 64K, 80-column card; IBM PC or compatibles

Intended Users: High school and vocational students

Contact(s): Cambridge Career Products

Cost: $99.00, includes two diskettes and documentation

Description: This program provides a convenient method for students to obtain information on military occupations in such areas as business and clerical; electrical and electronics; health, social and technology; and mechanical and crafts. It evaluates students' chances of entry into one of 134 occupational or training areas based on results of the Armed Services Vocational Aptitude Battery (ASVAB). It also provides the student with descriptions on any enlisted occupation including information such as duties and responsibilities; related high school courses; related civilian occupations arranged according to worker trait groups; annual number of openings; length of training; type of advancement; and chances of qualifying based on ASVAB scores. The "Basic Enlistment Facts" section provides answers to frequently asked questions about enlistment. Finally, the system allows the student to print out a personalized planning guide. *(This description pertains to the version developed in 1986.)*

OCCUPATIONAL OUTLOOK ON COMPUTER (OOOC)

Summary: This program allows computer access and printout of information in the *Occupational Outlook Handbook (OOH).*

Hardware: Apple II; IBM PC and compatibles

Intended Users: Students, adults in many settings

Contact(s): CFKR

Cost: $89.95, includes two disks, user's guide

Description: OCCUPATIONAL OUTLOOK ON COMPUTER (OOOC) is a computerized resource tool to retrieve condensed information about jobs listed in the *OOH* published biennially by the Department of Labor. The user can see on the screen or print out up to three pages on each occupation. Supplemental data in the program include:

1. essential aptitudes required (10 aptitudes that can be measured and possessed by top 1/3 of the population),
2. physical demands of job,
3. mathematics and language levels required,
4. vocational preparation time,

5. change in employment anticipated,
6. essential job requirements,
7. work environment,
8. earnings (national levels),
9. 3-letter Holland code, and
10. specific citations of page or reference numbers to *D.O.T.*, *G.O.E.*, and *O.O.H.*

The user can choose to get information about a specific job, or s/he can ask for a list of jobs that meet a chosen requirement. In the latter case, single variables only can be entered due to limited disk and RAM space. Schools can order another special program (OOOC OCCUPATIONAL SORTER) that can allow input of several conditions. Licensing for network use with a hard disk is available. ***(This description pertains to the version developed in 1987.)***

Note: See Section III for a review of this program.

OFFICE CAREERS

Summary: OFFICE CAREERS consists of sixteen tutorial programs on eight cassettes covering various facets of office careers.

Hardware: Atari 600/800 XL +"master cartridge"; Apple II, II+, IIe; Commodore 64 and "conversion kit"

Intended Users: Career counselors/counselees

Contact(s): Dorsett Educational Systems

Cost: $59.90 + "master cartridge" ($9.95) or "conversion kit" ($99.00), includes 16 lessons on 8 computer cassettes

Description: This tutorial covers office careers, handling communications, banking, business writing, planning your career, and much more. All lessons include audio narration. ***(This description pertains to the version developed in 1982.)***

PROFILE FOR SUCCESS IN SALES

Summary: This is a test to evaluate a person's ability and personality for the sales profession.

Hardware: Apple; IBM PC

Intended Users: Employers, employment and placement offices, individuals interested in a sales career

Contact(s): Psychological Psoftware

Cost: $89.50, new student edition

Description: This program is designed to take the risk out of hiring choices and to determine the quality of a prospective salesperson. The test and analysis rely on behavioral sciences and the fundamentals of communication, economics, marketing and management. The 200 questions evaluate 16 areas of sales ability and personality. A 3- or 4-page printout profiles the prospective salesperson.

THE RIGHT JOB: CAREER EXPLORATION

Summary: THE RIGHT JOB is a career development program written for special education and other non-college-bound students.

Hardware: Apple II series, 48K

Intended Users: Special education, non-college-bound students, grades 7-12; reading level grades 4-6

Contact(s): Sunburst Communications

Cost: $189.00, includes four disks, backups, teacher's guide

Description: The package allows non-college-bound students to explore their interests and skills. A special simulation familiarizes students with the interview process. Students work with a database of job information to search for jobs that meet their interests. Disk 1 provides an opportunity to explore interests and skills and consider working conditions. Disk 2 focuses on job interviews and applications. Disk 3 allows students to search through occupations by job groups, working conditions, duties or skills, training or salary. Then they can read records about selected occupations. Disk 4 allows pupils to build a job description, choosing from options presented by the computer.

SKILLS OF THE FUTURE

Summary: This program explores 120 high demand careers of the next twenty years and the most marketable skills in the six major work areas.

Hardware: Apple II series; IBM PC, XT

Intended Users: Junior high, high school and college students

Contact(s): Career Development Software

Cost: $150.00, includes 2 disks, courseware, exercises, and manual

Description: SKILLS OF THE FUTURE consists of two disks which provide an in-depth look at the most marketable skills for the next twenty years. The Program Profile Disk allows the user to identify his/her major skill profile and then explore over 120 high demand careers and six major skill clusters. The Adventure Disk allows the student to use some of the skills described in the Program Profile Disk in order to solve various science fiction dilemmas. This is a highly interactive program with multiple formats and high resolution screens. *(This description pertains to the version developed in Fall, 1985.)*

STEPPING STONES

Summary: This set helps students improve reading and language arts skills while learning about careers.

Hardware: Apple II series

Intended Users: Special education students and others; junior high and high school interest level, grade 2 reading level

Contact(s): Fearon Education

Cost: $870.00, includes both Vocational and Career Reader parts with 20 diskettes, 100 books (5 each of 20 titles), 10 audio cassettes, and manual; or, $450.00 for Vocational program; $450.00 for Career program

Description: Students read a book about careers, then complete 11 different skills-focused computer lessons based on the story. They get feedback and reinforcement with each question. Lessons check comprehension, vocabulary, language usage skills, recall, making inferences, sequencing events, determining cause and effect, parts of speech, etc. Record of student scores and missed questions are maintained on disk in password-protected files. Copies can be printed. There is a disk for each book in the series. *(This description pertains to the version developed in 1987.)*

VALGUIDE

Summary: This program creates a personalized education and career plan for students.

Hardware: Apple IIe, two drives; IBM PC, XT, two drives or hard disk

Intended Users: High school or college students

Contact(s): ValPAR International Corp.

Cost: $975.00, includes disks and documentation

Description: Any data that can be converted to *D.O.T.* level format is entered into the computer to be incorporated into a Student Qualifications Profile. Examples are: MESA SF2 from ValPAR, California Achievement Test, Iowa Test of Educational Development, Differential Aptitude Test, and Gates-MacGinitie Reading Test. Results are synthesized and explained in layman's terms. The report tells what work tasks the student can do or learn to perform. Limiting factors are identified. The computer then searches for Standard Occupation Classification (S.O.C.) codes to find the 25 in which the student has the best chance of success. Training and courses of study can then be produced based on the student's first three occupations and programs of study recommended by the school. *(This description pertains to the version developed in 1986.)*

VALSEARCH JOB BANK 12,375

Summary: This software searches through a database of 12,375 jobs listed in the *Dictionary of Occupational Titles* (*D.O.T.*) to match the user's assessment data to jobs.

Hardware: IBM PC, XT, 128K, two drives, or hard disk; Apple IIe, two drives, 80 column printer, Advanced Logic Systems Z-Engine Card

Intended Users: Vocational education, rehabilitation programs, Job Training Partnership Act programs

Contact(s): ValPAR International Corp.

Cost: $875.00, includes disks, manual, D.O.T. cross-reference index, configuration chip

Description: Searches are based on the Worker Qualification Profile in the D.O.T. using number scores obtained from MESA SF2 or other assessments yielding scores for Data/People/Things; General Education Development; Specific Vocational Preparation; Environmental Conditions; Temperaments; Guide to Occupational Exploration Factors; Materials and Products Codes; Standard Occupational Codes; Industrial Designation Codes; Work Fields; and Classification of Instructional Program Codes. Reports can be printed. Users can choose a one-page profile for any job, a side-by-side comparison of their profile with that of any job, or a complete profile of the search criteria. *(This description pertains to the version developed in 1986.)*

VOCATIONAL CAREER CHOICES

Summary: Eight vocational interest fields are featured on individual disks, each presenting five or more careers.

Hardware: Apple II series, 64K, 80 column display, one drive, printer

Intended Users: High school students to adults

Contact(s): Teaching Aids, Inc.

Cost: $65.00 for each interest field disk, with backup and documentation

Description: The program emphasizes the need for communication and math skills and other targeted curricula. It strongly encourages completion of high school, vocational school, or community college. Information about apprenticeships and related occupations is included as appropriate. The printed summaries suggest other sources of guidance information. The fields included are:

- Automotive Technology
- Computers
- Construction Technology
- Electronics Technology
- Engineering Technology
- Health Technology
- Machine/Metals Technology
- Wood

THE WHATSIT CORPORATION

Summary: Students learn entrepreneurial and math skills in a realistic simulation of starting and running a one-product business.

Hardware: Apple II series, 48K; TRS-80 Models III, IV, 48K; Commodore 64; IBM PC, PCjr., 128K

Intended Users: Grade 6 to adult

Contact(s): Sunburst

Cost: $65.00

Description: Students work in groups and decide on the need for a market survey, expert help, bank loans, and type of franchise to buy. They later move on to operating decisions—size of sales force, amount of inventory, loans, price, advertising, record keeping. The program challenges them with unexpected problems, such as late shipments and supply shortages. Competition between student groups could increase the interest. Designed by Waterford School District, Waterford, Michigan.

WOMEN OF INFLUENCE

Summary: This program instructs and quizzes students about the accomplishments of 20 famous women who can be used as role models.

Hardware: Apple II, IIc, IIe, 48K

Intended Users: High school and college students

Contact(s): Career Aids

Cost: $69.00, includes one disk and manual

Description: This educational program is written in a multiple-choice format. If a wrong answer is chosen, the computer provides the student with biographical information on that woman. Each woman on the multiple-choice list is a real woman of influence, such as Lucy Stone, Elizabeth Cady Stanton, Sarah and Angelina Grimke, Jane Addams, Clara Barton, Harriet Tubman, and Victoria Woodhull.

Note: See Section III for a review of this program.

WORK ACTIVITIES INVENTORY

Summary: This program assists students in evaluating future goals and in selecting areas of study related to those future goals.

Hardware: Apple II, IIe, 48K, DOS 3.3; TRS-80 Models III, IV, 48K; IBM PC, 64K; disk drive required

Intended Users: High school students

Contact(s):
Cambridge Career Products
Career Aids, Inc.
Career Development Software (IBM)
The Conover Company
Jefferson Software
K-12 MicroMedia
Opportunities for Learning, Inc. (IBM)

Cost: $150.00, includes four disks, user's manual, and courseware exercises

Description: The information students can learn from this interest inventory will be valuable in selecting areas of study related to their future goals. This 30-item inventory divides interest into six categories: the "Doers," "Investigators," "Creators," "Helpers," "Influencers", and "Organizers." Students determine which category fits them best through concepts found in other career resources, such as the Self-Directed Search, the Strong-Campbell Interest Inventory and the Disney Career Filmstrip Series. Within each of the six interest areas students learn the major work activities performed, the major career clusters, the types of co-workers or leaders present, and some of the interesting job titles. A second part of the program, "Career Clusters," asks students to match the major career clusters with the six major work environments. This tests the students' retention of the concepts covered in the previous sections. Students can get a printout of the interpretation for further study and evaluation. This computerized program will help students become interested in evaluating their future goals. *(This description pertains to the revised version developed in 1987.)*

COMPU-JOB

Summary: This career guidance tool develops the student's employment process through an awareness of different types of jobs plus finding, getting, and keeping a job.

Hardware: Apple II, IIe, 48K, DOS 3.3; TRS-80 Model III, 48K; Commodore 64; IBM PC, 64K; one disk drive required

Intended Users: Junior high and high school students

Contact(s): Cambridge Career Products
Career Aids, Inc. (no Commodore 64)
Education Associates (no Commodore 64)
Opportunities for Learning, Inc.

Cost: $119.00 (Cambridge) or $129.00 (others) for one disk, instructor's manual and 5 copies of the student workbook

Description: This computer program is divided into four sections: "Different Types of Jobs;" "Ways to Find a Job;" "Getting a Job;" and "Keeping a Job." The student is guided by the computer through the entire employment process beginning with how to find job openings and concluding with how to keep a job once hired. The student interacts with the computer to learn how to develop his or her actual resume, identify job openings, and follow-up the interview. Also included are segments on establishing life and employment goals, identifying potential job possibilities, reading the newspaper "help wanted" ads, using the telephone, making personal visits and things one should know before accepting a job. Other topics include the first day on the job; identifying employee expectations; establishing good working relationships; understanding gross pay, net pay and deductions; developing a family budget; and maintaining a bank checking account. The computer program directs students to specific pages in the workbook to provide written reinforcement and additional information regarding certain phases of the employment process.

Note: See Section III for a review of this program.

EMPLOYABILITY INVENTORY

Summary: This program emphasizes the correct methods of locating, applying for, and succeeding with new jobs.

Hardware: Apple II, III; TRS-80 Models III, IV; IBM PC, AT, XT

Intended Users: High school students

Contact(s): Cambridge Career Products
Education Associates

Cost: $64.95 - $79.95, includes disk, backup, and two copies each of "Seven Steps to Employment" and "Successful Transitions"

Description: The student is presented with a situation and four possible responses. After choosing the best response, the student reads an explanation of the topic. Topics include finding job openings, resumes, job leads, applications, interviewing, proper work habits and attitudes, communication on the job and ways to keep a job.

TIPS

Summary: This system teaches job search, employability, and life skills.

Hardware: IBM; Apple; two disk drives, printer optional

Intended Users: 9th grade students through university graduates and adults

Contact(s): CSG

Cost: $750.00

Description: TIPS I—Job Search Skills

TIPS II—Employability Skills

TIPS III—Life Skills

Pre-assessment instruments called "Pathfinders" are included at the beginning of each category of skills. They contain a series of competency-based and attitudinal questions. Based on the user's responses, the computer will recommend needed modules.

The Pathfinders are optional. Users may simply request a list of the modules in a category, then select the ones they wish to use.

As users complete each module in the system, the computer quizzes them on the material covered. Then it provides several items of information to optimize the learning experience.

A special tracking module is available to allow counselors or teachers to:

- print a record of up to the last 100 users of a specific module and its associated self-check questions,
- update self-check answer records and remove user records from the module disk, and
- receive a printout of the distribution of answers from all users.

(This description pertains to the version developed in 1985.)

Note: See Section III for a review of this program.

WORK SERIES

Summary: These six easy-to-read programs use multiple-choice questions to present alternate approaches to work decisions.

Hardware: Apple II, IIe, 48K, 3.3 DOS; TRS-80 Models III, IV, 48K; IBM PC

Intended Users: Junior high and high school students; written at 3rd to 5th grade reading level

Contact(s): Cambridge Career Products
Career Aids, Inc.
EMC

Cost: $29.95 - $35.00 for each title; includes a disk and a comprehensive teacher's guide; a set of six programs is discounted

Description: These computer software programs provide an interesting approach to the subject of careers for even those hard-to-motivate students. Students read at their own speed and answer multiple-choice questions. Graphics and sound enhance the learning process. The six programs are called: "Self-Concept," "How to Get and Hold a Job," "The Job and You," "New on the Job," "Interviewing," and "Part-Time Jobs." Real-world topics and branching make this program especially suitable for the older basic student. Written on both third and fifth grade reading levels, these programs branch to the lower reading level when incorrect responses indicate the need.

ASSESSING SPECIFIC EMPLOYABILITY SKILL COMPETENCIES

Summary: This program provides pre- and post-assessments of participants' understandings of 6 major competencies in employment hunting.

Hardware: Apple II, III; TRS-80 Models III, IV; IBM PC, XT, AT

Intended Users: High school students

Contact(s): Education Associates

Cost: $79.95 for each pre- or post-test disk, backup paper documentation and a backup disk

Description: Employability skills considered are: establishing goals, developing resumes, finding job openings and following up job leads, completing job applications, interviewing for a job and keeping a job. Tests are not normed. True-false and multiple-choice questions are answered and scored by the computer. Results can be printed.

CAREER PASSPORT

Summary: This is a career counseling and resume program for high school students which displays a student's employability in employer terms.

Hardware: Apple IIc, IIe, IIGS, and most Apple compatibles; requires two disk drives; hard drives and RAM cards can be used; requires a printer

Intended Users: High school students, grades 10 and up in programs for college preparation, general studies, vocational preparation, special education, or Job Training Partnership Act (JTPA) programs

Contact(s): Career Passport Associates

Cost: $395.00, includes instruction manual, sample forms, reproduction masters, and software; $5.00, demonstration packet (price credited to purchase)

Description: This program guides students to create personalized "passports" which display their career and job plans, education and training, job skills, job experience—including family responsibilities—and a personal statement and references. The finished "passport" assists teachers and counselors in career counseling and serves as a resume for job-seeking. The program was developed by educators on advice from employers. *(This description pertains to version 4.0 updated in 1987.)*

Note: See Section III for a review of this program.

JOB APPLICATIONS and FINDING & FOLLOWING-UP JOB OPPORTUNITIES

Summary: These comprehensive programs are part of the JOB WORLD SERIES. They introduce students to 15 sources for securing job openings.

Hardware: Apple II series, TRS-80, or IBM computer with 64K and one disk drive, and printer

Intended Users: Junior high and high schools, community colleges, placement centers, private counseling practices

Contact(s): Education Associates

Cost: $79.95 each

Description: The skills and knowledge needed for completing job applications and finding employment are presented in a question and answer format, interspersed with graphics. "Job Applications" also includes tips on responding to specific types of interview questions. Sources of job openings and following-up on job leads are also included. Practice applications and review "quizzes" reinforce concepts.

Note: See Section III for a review of this program.

JOB HUNTERS' SCAN IV

Summary: JOB HUNTERS' SCAN IV helps individuals locate employers by cross-referencing 800 occupations to the telephone directory yellow pages.

Hardware: Apple II series, 48K; IBM PC, 128K; optional printer

Intended Users: High school students and placement counselors

Contact(s): Career Aids, Inc. (Apple only)
National Educational Software Services (Both Apple and IBM)

Cost: $139.00, includes three diskettes and instructions

Description: JOB HUNTERS' SCAN IV enables students to cross-reference over 800 occupations directly to major headings of the telephone directory yellow pages. Titles and codes in Standard Occupational Classification (SOC), Standard Industrial Classification (SIC), and Classification of Instruction Programs (CIP) are used. Job hunting skills are covered as well as additional cross-references to educational programs and industries. Information may be printed out. *(This description pertains to the version developed in January, 1986. This program is updated annually.)*

Note: See Section III for a review of this program.

JOB HUNTING SKILLS

Summary: This high-interest, low level reading program provides real-life examples of job hunting situations.

Hardware: Apple II, IIe; TRS-80 Models III, IV

Intended Users: High school students

Contact(s): Cambridge Career Products
Career Aids, Inc.

Cost: $39.95

Description: Students answer multiple-choice questions from examples and problems presented in story format. Computer graphics and charts reinforce students' responses. Students will learn the vocabulary found on job applications as they learn how to read help wanted ads and prepare for an interview. An instructor's guide provides objectives and discussion questions. Worksheets reinforce the material in the program.

JOB READINESS COMPUTER PROGRAMS

Summary: This series of four computer modules helps students with all aspects of job hunting and job survival.

Hardware: Apple II, IIe, 48K, DOS 3.3; disk drive required

Intended Users: Junior high and high school students

Contact(s): Cambridge Career Products

Cost: $62.45 for each program, includes disk and guide; complete set of four modules discounted to $229.80 ($199.95 from Cambridge Career Products); backups included

Description: This series of computer programs is designed to help students with all aspects of job hunting and job survival. A special branching technique controls the level of difficulty based upon the level of the students' responses.

Job Readiness Attitude Assessment gives students a score showing their chances for job success based upon an assessment of their attitudes. Frequent feedback provides positive reinforcement and opportunities to change attitudes for the better.

Filling Out Job Applications increases confidence by leading learners step-by-step through specific parts of job applications.

Successful Job Hunting teaches students how to dress properly, arrive on time, create a positive impression through proper behavior, and be ready for the various directions in which the interview may go. Students learn to view the interview as an opportunity to "sell" themselves.

Resources For Job Hunting shows students how to find a job and where to go for assistance. Discusses job training, agencies, and other sources.

MICRO JOB SEARCH TOOL KIT

Summary: This is a complete job search package consisting of: THE RIGHT RESUME WRITER II, THE COVER LETTER, THE RIGHT JOB APPLICATION, and THE FOUR STAGES OF INTERVIEWING.

Hardware: Apple II series; IBM PC and compatibles

Intended Users: High school students and adults

Contact(s): Career Development Software

Cost: $199.00, includes four disks and manuals

Description: This package of software is useful for a job search. Four separate programs are included. See individual descriptions: THE RIGHT RESUME WRITER II, THE COVER LETTER, THE RIGHT JOB APPLICATION, and THE FOUR STAGES OF INTERVIEWING. *(This description pertains to the version developed in the Fall of 1986.)*

PLANNING GUIDE FOR JOB SEEKERS

Summary: This is a three-disk program that helps job seekers plan and schedule job search activities.

Hardware: Apple IIc, IIe, IIGS (80 column card); IBM PC or compatibles

Intended Users: Job placement specialists, job seekers

Contact(s): Wintergreen Software

Cost: $198.00, includes three program disks, two backups, manual, vinyl case

Description: This program is designed to help job seekers learn how to manage their job search campaigns. It will help create a daily/weekly planner and evaluate the planner. It also provides information and tips on how to complete basic job search activities. It is designed to be self-guiding. It can also be used as a tool to teach job search skills. *(This description pertains to the version developed in 1986.)*

Note: See Section III for a review of this program.

SUPER JOB SEARCH

Summary: This program provides instruction and information to organize a job search or career change.

Hardware: IBM PC and 100% compatible, 320 K RAM, dual drive or hard disk

Intended Users: Job seeker, career-changer, counseling professionals

Contact(s): Jamenair Ltd.

Cost: $59.95 for the system and financial programs, 3 disks; $24.95 for word processing files, one disk; $22.95 for the book, *Super Job Search,* by Peter K. Studner

Description: This software provides information and materials for a seven-day program. Individuals evaluate what they want to do and in what environment, list their accomplishments, learn to write a winning resume, develop a market plan, organize their personal network, learn to telemarket themselves, and carry out successful interviewing. It helps keep financial and contact records in order; makes master and subdirectories, mailing labels, and expense reports; tracks phone calls and letters necessary for the job search; and provides a 12-month cash flow analysis, family net worth statement, and job-search cost estimates. The word processing files of the Super Job Search book (61 documents) enable users to save time otherwise spent typing resumes, letters, and forms. The latter is available for WordStar 3.3 or ASCII files.

VOCABULARY FOR THE WORLD OF WORK I OR II

Summary: These are tutorial programs about key words needed in getting a job or in working.

Hardware: Apple II; IBM PC

Intended Users: Vocational education, English as a Second Language (ESL), special education, Adult Basic Education (ABE), and remedial reading students; Grades 3-4 reading level

Contact(s): Intellectual Software
EISI
Queue Software

Cost: $44.95 Apple, $49.95 IBM; includes disk and workbook

Description: The disk for WORLD OF WORK I contains 266 key words for job seeking or working, and WORLD OF WORK II includes 255 important words encountered in normal business offices. The program was written to be of high interest with a low reading level.

CAREERPOINT RESUME WRITER

Summary: This program will create resumes in two different formats.

Hardware: IBM PC, 256K, printer

Intended Users: High school students through adults

Contact(s): Conceptual Systems, Inc.

Cost: $295.00, includes software and user guide

Description: RESUME WRITER prompts the user to enter information about his/her work history, education, areas of effectiveness and other pertinent facts. This data need only be entered once to produce both functional and chronological resumes. The program allows up to five resumes per person, which can be stored on hard disk or personal floppy. *(This description pertains to the version developed in 1987.)*

CREATIVE RESUME

Summary: CREATIVE RESUME allows the user to create his/her own tailor-made resume.

Hardware: Apple; IBM PC

Intended Users: High school students through adults

Contact(s): Education Associates Inc.

Cost: $129.00, includes disk, one copy of *Putting It in Writing*, user's manual, and backup disk

Description: This program gives people the ability to create an attractive resume which best represents their abilities without having to fit personal information into an "existing" form. CREATIVE RESUME is flexible enough to be used by the first-time job seeker or the experienced professional. *(This description pertains to the version developed in 1987.)*

Note: See Section III for a review of this program.

JOB HUNTER'S SURVIVAL KIT

Summary: Two programs make up this kit. The SKILL ANALYZER helps an individual identify and emphasize specific job skills and RESUME WRITER custom designs a resume for each specific job.

Hardware: Apple II, IIc, IIe; TRS-80 Models III, IV; IBM PC and compatibles

Intended Users: High school and college students, displaced homemakers, career changers, volunteer workers, and handicapped/special populations

Contact(s): Career Aids
Computer Concepts, Inc./The Guidance Shoppe

Cost: Apple, $159.95; IBM, $179.95; TRS-80, $159.95; may be ordered on approval

Description: SKILL ANALYZER:

Introduction includes a discussion of what is meant by skill analysis and why it is important to know what skills you have.

Skill Analysis takes any job or experience and relates it to 26 skill areas through interaction in a step-by-step procedure. It reviews each job entered and the skill areas used in the job.

The program reviews each skill area and the skill descriptions within each. If the same skill has been used in several different jobs, the computer will search each job file and compile the descriptions from each identical skill area into one list. This allows the individuals to see their strongest skill areas and choose which ones they wish to emphasize. The program provides a printed copy of each job and the skill area used in that job. The skills are stored on disk and may be used by the identified RESUME WRITER to produce an unlimited number of resumes which may be focused toward any particular job or skill area.

RESUME WRITER:

Introduction explains the purpose of a resume and how it is used, provides resume writing guidelines, discusses three resume formats, and gives an example of how to restate job duties and accomplishments.

There are eight resume categories from which to select. The user chooses the ones he/she wants to include as well as the order in which information will be presented on the resume. There is a choice of skill oriented, chronological, or combination format. Skill areas use skills identified on SKILL ANALYZER.

(This description pertains to the revised version developed in 1986.)

THE PERFECT RESUME COMPUTER KIT

Summary: This is a resume-producing program that may be used to actually teach resume writing skills or to simply produce a quick-print resume.

Hardware: Apple IIc, IIe, IIGS; IBM PC or compatibles, printer

Intended Users: High school and college students, career labs, job seekers

Contact(s): Wintergreen Software

Cost: $259.00, includes three-disk program, manual, user's handbook and masters, Tom Jackson's book, *The Perfect Resume*, vinyl case

Description: This program by Tom Jackson and Bill Buckingham designs, lays out, and prints job-specific resumes. By using the self-paced options, the user can print a basic resume in a simple format, or a detailed resume in a custom-designed format—and any variation in-between. The user can also ask for assistance tutorials throughout the program, with referrals to *The Perfect Resume* book. *(This description pertains to the version developed in 1987.)*

Note: See Section III for a review of this program.

RE$UME!

Summary: This program composes resumes from information entered on job-application-style screens, highlights most marketable skills, and prints in a variety of formats.

Hardware: IBM PC, XT, AT, PCjr. or 100% compatible, 192K Memory, MS-DOS, one double-sided disk drive, 80 column letter quality printer

Intended Users:	High school and college students, job seekers, career advancers
Contact(s):	North American InfoNet, Inc.
Cost:	$49.95, includes one disk, quick reference card, 35-page user's guide printable from disk
Description:	RE$UME! starts by asking about the user's skills, (300 provided on disk; ability to enter unique skills as well). RE$UME! analyzes the data, then formats it into a variety of printable versions, identifying and highlighting the most marketable skills. It automatically produces chronological and accomplishment resume formats, complete with career objectives. The user can target formats to meet specific job searches. RE$UME!, with its database and skill catalog, is also accessible by the user's word processor. It has an on-line help feature and example screens. Buyers can supplement the program with one or more specific skill catalogs, such as Administration/Management, Education, Engineering, Health/Medical, etc. Twenty-five fields are available, each with at least 100 targeted skills. These are $12.95 each (or all 25 for $175.00). *(This description pertains to the version developed in 1986.)*

RESUME/APPLICATION MAKER SCAN IV

Summary:	This program is designed to aid students or adults in the preparation of resumes and job application letters.
Hardware:	Apple II series, 64K; IBM PC, 128K
Intended Users:	High school students through adults
Contact(s):	National Educational Software Services
Cost:	$69.00, includes disk and manual
Description:	Each program assists the individual in preparing resumes and letters of application which are specific to a particular job or employer. The program provides sample wording for a variety of situations which can be edited by the user. Suggestions and feedback are given throughout the program. The user may store the finished resume or letter for future use. Each individual can have a personal copy of this resume/application word processing program. Copy license is limited to a school building or agency location at which the users are enrolled. *(This description pertains to the version developed in June, 1987.)*

THE RESUME: PRESENTING YOURSELF IN WRITING

Summary:	Students learn that an effective resume can be the key to obtaining a job interview.
Hardware:	Apple II, IIe; TRS-80 Models III, IV; IBM PC, 64K
Intended Users:	High school students
Contact(s):	Cambridge Career Products Career Aids, Inc. Education Associates
Cost:	$64.95 - $79.95

Description: Students actually develop and print out their own resumes based upon examples illustrating the four major parts of a resume. The importance of an accurate, well-organized resume that represents the job seeker is emphasized.

Note: See Section III for a review of this program.

RESUME PROCESSOR

Summary: RESUME PROCESSOR is a program to produce professional-looking resumes.

Hardware: Apple IIc, IIe; IBM compatible

Intended Users: High school and college students, libraries, adults

Contact(s): Career Information and Software Associates
Wintergreen Software

Cost: $98.00, includes one disk with program; backup disk $15.00

Description: Choose from two formats: centered headings or left margin headings. There are three types of resumes to customize: functional, structured or combination. The user can choose the order of topics to appear. The manual has worksheets for rough drafts, with suggestions for presenting oneself in a positive manner. *(This description pertains to the version developed in 1984.)*

RESUMES MADE EASY

Summary: A student or adult receives a resume in a choice of two formats after inputting personal information.

Hardware: Apple II, printer

Intended Users: First time job seekers, career changers, high school students through adults; 3rd and 4th grade reading level

Contact(s): Career Aids

Photocom

Cost: $54.95, includes one disk and backup, guide

Description: The conversational style of this program motivates the student to think about resumes. The student provides the information, and the program automatically creates a functional or chronological resume. A printout is made at the end of the program.

RESU-RITER

Summary: This program provides letter-quality resumes and cover letters.

Hardware: IBM PC or compatible, 256K

Intended Users: Ages 16 through adult

Contact(s): Cambridge Career Products

Cost: $159.00, includes diskette and extensive documentation

Description: This software provides letter quality resumes and cover letters to aid in the job search. It organizes and formats educational information and career experience. Extensive on-line help screens provide tips on how to present data as well as acceptable grammar and style to use. This program also stores data on disk for future use and modification. Two separate resume sections are included, one designed specifically for high school students and the other for college students, graduates and adult job seekers. The user keys in information such as name, address and phone number, educational information, work experience, special skills, future goals, cover letters, and interests. Resumes can be printed in various formats. The Cover Letter section prints out three different types of letters: 1) responding to an advertisement, 2) job lead has been furnished and 3) random choice of a company name. *(This description pertains to the version developed in 1986.)*

THE RIGHT RESUME WRITER I

Summary: Students prepare for the job market by compiling three kinds of resumes. This is suitable for beginning to intermediate levels of job search experience.

Hardware: Apple II, 48K; TRS-80, 48K; IBM PC; disk drive and printer required

Intended Users: High school students

Contact(s):
Cambridge Career Products
Career Aids, Inc.
Career Development Software
K-12 MicroMedia
Opportunities for Learning

Cost: $59.00, includes one disk, manual

Description: Two activity programs provide practice in writing professional-looking resumes. The Chronological Resume is for individuals with a stable work history. Entering biographical data into the computer produces a resume that emphasizes a predictable, steady work pattern with consistent advancement. "Career changers" benefit more from the Skills Resume which focuses on the wide range of talents a prospective applicant has acquired. The user is assisted with an introduction program that communicates hints and tips for effective marketing of experiences in the job search process. The Professional Resume emphasizes flexible headings including selected accomplishments, seminars/workshops/conferences, educational background, and work experience. *(This description pertains to the revised version developed in 1986.)*

THE RIGHT RESUME WRITER II

Summary: This software features word processing qualities which allow advanced users to create, customize and print out four types of resumes.

Hardware: Apple II series; IBM PC and compatibles

Intended Users: High school students through adults

Contact(s): Career Development Software

Cost: $98.00, includes two disks, sample resumes, and tutorial disk

Description: This resume writer includes a space saving line condense feature, justified right margins, word wrap and integrated editing features that enable users to edit as they work. The user can choose from ten pre-formatted input headings and can create nearly unlimited responses to the categories. It will print four types of resumes: chronological, skill-oriented, title-oriented, and unique. *(This description pertains to the revised version developed in 1987.)*

CAREER MANAGEMENT PARTNER

Summary: This is a software package designed to facilitate a job search by professional adults.

Hardware: IBM PC and compatibles

Intended Users: Professionals who may need executive recruiter database

Contact(s): Cambridge Career Products
Scientific Systems

Cost: $129.00, includes software package; also includes *Job Search Techniques* guide by Nancy Bove, Director of Placement for Yale University School of Organization and Management

Description: This program allows the use of word processing to create, edit, print and store letters, proposals and resumes. It contains a database of 100 leading executive recruiting firms (expandable to 500 names). It has information retrieval and mail merging capabilities using database and letters. It provides formats for resumes. Its data communications capabilities enable it to use electronic mail and public access job listings.

COMPANY CONNECTIONS: THE COVER LETTER

Summary: This program helps job seekers write cover letters to prospective employers.

Hardware: Apple II; TRS-80; IBM PC; printer recommended

Intended Users: High school students through adults

Contact(s): Cambridge Career Products

Cost: $49.00, includes one disk and manual

Description: The program explains the objectives and functions of a cover letter. It also presents information about job clusters such as creators, investigators, or influencers with sample companies and organizations appropriate to the values of helping, prestige, etc.

THE COVER LETTER

Summary: This is a formatted cover letter that prompts students to fill in key elements. It shows the importance of having a cover letter.

Hardware: Apple II series; IBM PC and compatibles; TRS-80 Models III, IV

Intended Users: High school students and older

Contact(s): Career Development Software

Cost: $59.00, includes one disk and manual

Description: This program teaches the major sections of a cover letter and enables the user to produce an actual cover letter to send with a resume. Several examples are given to help the user understand the organization and purpose of a cover letter. *(This description pertains to the version developed in Spring, 1984.)*

JOB APPLICATIONS: ANSWERING THE EMPLOYER'S QUESTIONS

Summary: Students learn the techniques of filling out a job application.

Hardware: Apple II, IIe; TRS-80 Models III, IV; IBM PC, 64K

Intended Users: High school students

Contact(s): Cambridge Career Products
Career Aids, Inc.
Education Associates

Cost: $64.95 - $79.95

Description: This program familiarizes the student with the terms frequently used on applications and teaches the importance of answering open-ended questions accurately and concisely. Actual on-screen applications enable students to practice their newly acquired skills.

LETTERWRITER FOR JOB SEEKERS

Summary: This is a program to help users write letters of application, thank you letters and letters of inquiry.

Hardware: Apple IIc, IIe

Intended Users: High school students through adults

Contact(s): Career Information and Software Associates
Wintergreen Software

Cost: $69.00, includes one disk with manual $15.00; backup disk

Description: Users can choose to use standard structured letters in the program by filling in the blanks with personal information—or they can write their own letter with helpful hints from the program as they type. Users can choose the letter format. The program remembers the addressee and will type the envelope, too. *(This description pertains to the version developed in 1985.)*

THE RIGHT JOB APPLICATION

Summary: This software takes the user from understanding the parts of an application to filling out a sample job application.

Hardware: Apple II series; IBM PC and compatibles

Intended Users: High school students through adults

Contact(s): Career Development Software

Cost: $59.00, includes one disk and manual

Description: Using tutorial and interactive screens, the program helps the user distinguish between effective and ineffective answers. The major parts of a job application are explained and many examples are offered. There is also a quiz which asks the user to find errors in sample applications. *(This description pertains to the version developed in 1985.)*

THE FOUR STAGES OF INTERVIEWING

Summary: This program introduces the four stages of interviewing and provides multiple-choice questions from typical interview situations.

Hardware: Apple II series; IBM PC and compatibles

Intended Users: High school students and older

Contact(s): Career Development Software
EISI

Cost: $79.00, includes one disk and manual

Description: Taken from the MICRO ART OF INTERVIEWING, this program provides the user with typical interview situations and asks him/her to choose the best course of action. The four stages of interviewing are thoroughly explored and concepts can easily be converted into classroom discussion. The four stages are: The Reception/Acceptance, The Interrogation, The Your-Turn, and The Leave-Taking. A video is available to use with the program, if desired. *(This description pertains to the revised version developed in Spring, 1986.)*

INTERVIEW SCENARIOS

Summary: This program presents the user with multiple-choice scenarios that highlight the four stages of interviewing.

Hardware: Apple II series; IBM PC and compatibles; TRS-80 Models III, IV

Intended Users: High school students and older

Contact(s): Career Development Software

Cost: $79.00, includes one disk and manual

Description: The user is presented with several real-life scenarios from actual work settings. From these scenarios, the user is asked to choose an appropriate course of action when presented with a case study. *(This description pertains to the version developed in 1986.)*

THE MICRO ART OF INTERVIEWING

Summary: This program helps prepare students for a job interview and the stress they may encounter.

Hardware: Apple II/IIe, 48K, DOS 3.3; TRS-80 Models III, IV, 48K; IBM PC

Intended Users: Secondary and post secondary school students

Contact(s): Cambridge Career Products
Career Aids, Inc.
Career Development Software (CDS)
Conover Company
K-12 MicroMedia
Opportunities for Learning, Inc.

Cost: $79.00, single-year version (Cambridge Career Products); $150.00, includes free annual updates, user's manual, and courseware exercises; (CDS includes an extra disk of Interview Scenarios.)

Description: Through this four-part computer program, students learn interviewing techniques and the kinds of stress they will encounter while interviewing.

The "Worst Interview in History" is a tongue-in-cheek introduction to everything that can go wrong in an interview.

The "Four Stages of Interviewing" divides interviews into four stages: the "reception-acceptance" stage discusses how to make a good first impression; the "interrogation" stage shows what questions to prepare to answer; the "your turn" stage discusses questions the students should ask the interviewer; and the "negotiation/leave-taking" stage shows how to negotiate for salary and follow-up measures.

"Skill Identification" deals with 126 key words employers look for in the interview and the resume.

"Interview Stress" discusses the causes of stress and what can be done about stress. This section will help students identify illegal questions and how to answer them, such as "Have you ever been fired?"

A "Computer Generated Skills Resume" (from CDS) prepares a hard-copy resume.

(This program is revised annually.)

SUCCESSFUL INTERVIEWING

Summary: Using this program, students become familiar with the job interview.

Hardware: Apple II, IIe; TRS-80 Models III, IV; IBM PC, 64K

Intended Users: High school students

Contact(s): Cambridge Career Products
Career Aids, Inc.
Education Associates

Cost: $64.95 - $79.95

Description: This program describes the importance of being on time and shows how to prepare for an interview. The importance of good grooming and following up the interview are discussed. Students learn that having a positive attitude is a key factor to selling themselves to employers. Students answer standard interview questions and are presented with possible responses.

COMP SCAN

Summary: COMP SCAN helps an organization identify and prioritize competencies so as to evaluate positions and employees.

Hardware: IBM PC

Contact(s): Conceptual Systems

Cost: $1,500.00 - $2,500.00

Description: COMP SCAN assumes managers know the critical competencies required for success. It presents a technique to harness, organize, and use this information. A survey is taken of 25 competencies and related skill clusters, and narrowed to focus on ten critical competencies. In Step 2 managers rate the critical competencies against each other. This yields a profile unique to the organization and each department. This can be used to compare departments, managers, divisions, etc. to increase profits and profitability. Individual positions can also be assessed and employees can describe their own performance. This can yield useful data for effective performance appraisals, training needs, succession planning, career development, and prioritizing areas needing attention.

THE COUNSELOR'S ORGANIZER

Summary: With this software the counselor can organize a resource file of local businesses participating in work experience, internships, worksite observation, job placement, or informational interviewing.

Hardware: Apple II; TRS-80 Models III, IV; IBM PC

Intended Users: Counselors

Contact(s): Occupational Awareness

Cost: $59.95, includes master and backup disk, duplicate masters for forms and letters, code list chart, instructions, binder

Description: This program contains the guidelines and forms necessary for students to contact key business people in the community. Students learn to survey and interview businesses to obtain data. The information is entered into the computer in a format containing address, phone, key person, occupational area, and "extent of involvement" codes. Future correspondence can take advantage of the mailing label feature.

JOB BANK

Summary: From a database of employment opportunities, individuals are matched to jobs in the school and community.

Hardware: Apple II series, 64K; IBM PC, PCjr., 128K; printer

Intended Users: Individuals or groups

Contact(s): Career Aids, Inc.
Intellectual Software

Cost: $95.00, includes one disk and documentation

Description: Six files with 200 jobs each can be kept on the disk. Jobs are classified by location, type, rate of pay, hours and eight other categories. A printout of jobs that match the students' needs is produced. *(This description pertains to the version developed in 1985.)*

J.O.B.S.

Summary: JOB OPPORTUNITY BASED SEARCH (J.O.B.S.) provides the matching and placement components of the SAGE system after an individual has completed the testing and evaluation portions. It consists of seven individual and interrelated programs.

Hardware: TRS-80 Models III, IV; Apple II/IIe; IBM PC and compatibles

Intended Users: Students, the disadvantaged, displaced workers, and vocational rehabilitation clients, workers compensation, industry

Contact(s): PESCO

Cost: $950.00, JB 100 (disks, manual, job profile forms); $1,500.00, SD 200; $485.00, JB 101 (two disks, manual, job data collection forms); $485.00, CB 105; $950.00, JB 102; $65.00 per 1000, JB103; $950.00, JB 107

Description: J.O.B.S. DELUXE JOB TITLE MATCHING SYSTEM (JB 100) interfaces with Job Bank, Employer Bank and works with the D.O.T. Description System. The database contains between 1,800 and 2,100 job titles depending on the computer system.

SUPER DELUXE JOB TITLE MATCHING SYSTEM (SD 200) has the same specifications as the above, but contains the entire D.O.T. file of 12,375 job titles. It provides for the automatic combining of prior job history profiles to make a new job title search.

JOB BANK SYSTEM (JB 101) interfaces with both the Job Title Matching System and Client Bank or can operate alone. The student/client profile is matched against local job opportunities which the user enters. Information contained consists of company address, phone number, salary, and training or experience required.

CLIENT/STUDENT BANK (CB 105) stores client/student profiles and interfaces with Job Bank System, all Job Title Matching Systems, and Training Bank System and permits the automatic matching of clients to jobs based on tested profile, training or past work history.

TRAINING BANK SYSTEM (JB 102) permits the matching of student/client profiles to a training program by code to job titles within the training area and to facilities offering the training.

EMPLOYER BANK SYSTEM (JB 103) interfaces with the JB 100 and the SD 200 Job Title matching systems to provide a listing of potential employers by SIC and zip code within areas selected by the user. It contains address, phone number, company name, and zip code. Users may add, update, or delete companies. Employers loaded on disk are based on a minimum purchase of 5,000.

DOT DESCRIPTION SYSTEM (JB 107) provides a description of job titles broken down into tasks for the JB-100 Deluxe Job Title Matching System.

SKILL$BANK

Summary:	This program identifies individuals whose experience matches selected criteria such as job skills, languages, work, etc.
Hardware:	IBM PC, AT, XT, and compatibles, hard-drive or floppy, 256K memory, MS-DOS, printer for reports and resumes
Intended Users:	Human Resource Management (private and public), personnel placement, vocational outlets, career counselors, educators
Contact(s):	North American InfoNet, Inc.
Cost:	$495.00, includes 3-disk program, hard cover manual, data collection forms
Description:	SKILL$BANK is sophisticated software designed to select the perfect candidate to fill position openings. SKILL$BANK searches a comprehensive personal history database, locating talented individuals with specified skills, education, and work experiences. It assists in identifying placement needs, supporting in-house team building, and career development. Skill$bank provides a variety of reports including skill comparisons, skill profiles, resumes in three flexible formats, and executive summary biobriefs. This is suitable for companies and services charged with locating the ideal person for a particular job or task. *(This description pertains to the version developed in 1985.)*

CAREER QUIZ: SUCCEEDING IN THE WORLD OF WORK

Summary: This program covers nine topics to help students prepare for the working world.

Hardware: Apple II, IIc, IIe, 48K

Intended Users: High school students and older

Contact(s): Career Aids

Cost: $39.95, includes one disk and manual

Description: Students learn what to expect on their jobs and how to perform successfully. THE CAREER QUIZ contains multiple choice and true/false questions in the following areas: Job Applications and Interview Techniques; Work Attitudes, Values and Goals; Work Habits; Career Clusters; Schooling and Training; Employee-Employer Relationships; Communicating on the Job; Advancing on the Job; and Paycheck Math.

COMMUNICATION: YOUR BRIDGE TO OTHERS

Summary: This program discusses verbal and non-verbal communication—plus written communication—in seeking and keeping a job.

Hardware: Apple II, III; TRS-80 Model III, IV; IBM PC, AT, XT

Intended Users: High school students

Contact(s): Education Associates

Cost: $79.95, includes disk and 2 copies of "Expressing Yourself Through Effective Communication" and a backup disk

Description: This program describes verbal and non-verbal communication and the importance of each on the prospective employer. It provides tips for effective written messages—letters of application, follow up letters, memos, etc.—and covers other on-the-job communication with subordinates, co-workers, and bosses. In sample situations, the user determines the most effective communication techniques.

THE CORPORATION JOB GAME

Summary: In this game, students climb three career ladders in a corporation to learn job maintenance.

Hardware: Apple II, IIe, 48K, DOS 3.3; TRS-80 Model III, 48K; IBM PC, 48K (disk drive required); IBM PC, 64K

Intended Users: Junior high and high school students

Contact(s):
Cambridge Career Products
Career Aids, Inc.
Career Development Software
The Conover Company
K-12 MicroMedia
Opportunities for Learning

Cost: $79.00 for single year version (Cambridge Career Products); $150.00 for four disks and one user's manual plus courseware exercises with annual updates

Description: The object of this microcomputer simulation of corporate life is to teach job maintenance. Students learn how to keep their jobs and advance in the organization. They attempt to climb three career ladders within an imaginary company. Rungs in the career ladder represent problems that must be solved and conflicts that must be resolved. Three imaginary characters represent high demand career areas: sales/marketing, data processing/accounting, and engineering/production. Each character has 9 to 12 situations to master. Students will be awarded "power points" based on their answers and "energy points" that will allow movement up the career ladder. *(This program is updated annually.)*

E.S.P. . . . THE BASICS OF LEADERSHIP AND SUPERVISION

Summary: Three interrelated programs for those who want to become leaders or successful supervisors.

Hardware: Apple II series; TRS-80 Models III, IV; IBM PC

Intended Users: Advanced high school students, college students, and those in supervisory positions

Contact(s): Cambridge Career Products
Career Development Software

Cost: $99.00

Description: EXPECTATIONS, SKILLS, PAYOFFS (E.S.P.) was written for students who want to become leaders, new supervisors, or managers who want to review the basics of supervision. It can cushion the transition from worker/student to leader through the use of anticipatory concepts and problem solving visualization. Using case studies and other formats, the students are confronted with a variety of real life situations and choices.

The E.S.P. package consists of three programs. "Expectations," or how to communicate expectations on the job, deals with the three major issues confronting every leader: power struggles, ambiguous words, and crystal balling. "Skills" gives specific administrative steps supervisors need to use when planning departmental goals--the how, what, who, when, and where. "Payoffs" helps the user understand what really motivates workers. Four reasons why people work are mastered: security, power, achievement and recognition.

After each program, the student is quizzed. Unless 70% mastery is reached, he/she must review. At the conclusion of all three programs, the student or employee may take the final exam. This is a multi-item test that measures retention of the major concepts. The results are then placed in a file on the disk. Via a special password, the teacher or supervisor may review the file at any time to see how the student is doing. *(This description pertains to the revised version developed in 1985.)*

EVALUATING THE PARTICIPANT'S EMPLOYABILITY SKILLS

Summary: This program contains pre- and post-tests to evaluate the user's understanding of the employment process.

Hardware: Apple; TRS-80 Models III, IV; IBM PC and compatibles; printer

Intended Users: High school students

Contact(s): Education Associates

Cost: $89.95, includes one disk, paper backup documentation, and backup disk

Description: Pre- and post-tests contain 50 non-duplicated true-false, multiple-choice questions (answered and scored on the computer) plus a printout of completion-type questions for student use. The latter will aid the instructor in judging the participant's writing, organizational and communication skills. This program is designed to be used with the Job World series or any employability skills training program.

EXPECTATIONS ON THE JOB

Summary: This program discusses the expectations of employers and co-workers on the new job.

Hardware: Apple II, III series; TRS-80 Models III, IV; IBM PC, AT, XT

Intended Users: High school students

Contact(s): Cambridge Career Products
Education Associates

Cost: $64.95 - $79.95

Description: This is an interactive program to introduce the ways to keep a job and develop oneself successfully. It stresses the importance of having good attitudes, work habits, proper communication, and working relationships. *(This description pertains to the version developed in 1985.)*

FIRST DAY ON THE JOB

Summary: This program stresses the importance of making a good first impression on the job through proper grooming and work attitudes. It uses simulation of job situations and decision-making.

Hardware: Apple IIe

Intended Users: Middle school students through adults

Contact(s): Cambridge Career Products
Career Aids
EISI

Cost: $44.95 for disk and Guide ($54.95, Career Aids). Lab packs of five disks for $84.95. The JOB SUCCESS SERIES from EISI includes: "First Day on the Job," "Looking Good," "Your Work Habits," and "Your Personal Habits." All four are $219.95 (includes backups).

Description: This program discusses the importance of making a good impression on the job from the very first day. It covers appropriate clothing, grooming, and arriving on time, as well as the importance of understanding instructions given the first day and what to do if information is not understood. It also covers possible feelings the worker might have on the first day and how to deal with them. A simulation allows the learner to select a specific job situation (factory, restaurant, office) and then make various decisions regarding conditions that are likely to occur during early periods of employment.

LIVING WITH YOUR PAYCHECK

Summary: This program focuses on figuring pay with deductions, developing a budget, and using financial institutions and credit.

Hardware: Apple II, III series; TRS-80 Models III, IV; IBM PC, AT, XT

Intended Users: High school students

Contact(s): Cambridge Career Products
Education Associates

Cost: $64.95 - $79.95, includes a disk and two copies of *Using Your Paycheck Wisely*

Description: The program provides examples of calculating gross pay, deductions and net pay and calculates anticipated expenses and income to set budget. It also examines services of banks and financial institutions and covers establishing credit, repaying loans and using credit cards wisely. *(This description pertains to the version developed in 1985.)*

Note: See Section III for a review of this program.

LOOKING GOOD

Summary: This program gives instructions on building a wardrobe for working.

Hardware: Apple II; IBM PC

Intended Users: Grade 10 through adult

Contact(s): EISI

Cost: $59.95, includes disk and backup

Description: To prepare for that first job, students need to know how to dress appropriately. This program gives instruction on dressing right for a variety of jobs, grooming, care of clothing, principles of style and color, and choosing a wardrobe.

MANAGING FOR SUCCESS

Summary: This is a program allowing the user to simulate being the head of a $100,000,000 business and to learn to make good management decisions.

Hardware: IBM PC

Intended Users: High school students and up

Contact(s): Blue Chip/Brittanica Software

Cost: $59.95, includes disk and guide

Description: As the Chief Executive Officer of a big company, the computer user learns that decisions are based on business capabilities, market climate, competition, company goals, and staff input. The program simulation can be customized to the site.

MANAGING FOR SUCCESS SERIES

Summary: These interactive programs help define careers and personal goals.

Hardware: Apple II series; IBM PC, PCjr.; Tandy 1000

Intended Users: Grade 10 through college

Contact(s): CBS Interactive Learning

Cost: $89.95 per program; includes program guide and teacher's notes

Description: Managing For Success: Career Planning—Users examine their own career experience and assess their job skills. Users examine their current and ideal working environment as well as personal needs, wants, and expectations. The program covers interviewing, resumes, and cover letters.

Managing For Success: Delegation, Time, and Tasks—Through analysis of their current use of time, assessments, time logs, and "to do" lists, users can gain control of their time and use it productively. They learn to set priorities, develop task lists, formulate schedules, and create personal time management. There is an emphasis on group dynamics and conducting successful meetings.

Managing For Success: People Management—Through self-paced instruction and exploration of case studies, users become better and more effective managers of people. Students assess their own management behavior and compare results to how others perceive them. Simulated one-to-one and group settings teach leadership skills with emphasis on building communication skills and applying them to personal situations.

Managing For Success: Personal Development—Beginning with an analysis of how managers function and what qualities define a good manager, users embark upon an assessment of their attitudes toward management and managing others, learning to pinpoint their own strengths and weaknesses.

Managing For Success: Problem Solving, Stress and Conflict—This program begins with an examination and analysis of the roots of stress and conflict. It helps users develop their own personal stress profile and pinpoint stress factors in their lives. They develop action plans for swift and effective conflict resolution.

ON-THE-JOB COMMUNICATION

Summary: Students will learn about the importance of on-the-job communication.

Hardware: Apple II, IIe; TRS-80 Models III, IV

Intended Users: High school students

Contact(s): Cambridge Career Products
Career Aids, Inc.

Cost: $39.95

Description: Practical exercises will prepare students for the demands of the job, reading on the job, looking up information, and understanding job forms and vocabulary. Students solve real-life problems presented in story format with multiple-choice questions presented at the end of each vignette. A teacher's guide includes instructional objectives; supplementary materials provide reinforcement of subject matter.

POSITIVE ATTITUDES TOWARD WORK

Summary: This program promotes a positive attitude and self-concept as important elements of workplace success.

Hardware: Apple; TRS-80 Models III, IV; IBM PC, AT, XT

Intended Users: High school students

Contact(s): Education Associates

Cost: $79.95, includes disk, two copies of *Your Attitudes Make a Difference*, and a backup disk

Description: This program examines values and attitudes of why people work and how these factors contribute to decisions faced within the job. It provides several case studies for the user to choose the most appropriate attitude to display. *(This description pertains to the version developed in 1985.)*

STARTING A NEW BUSINESS

Summary: With this software, students learn the decisions that must be made upon starting a new business.

Hardware: Apple II; IBM PC

Intended Users: High school students through adults

Contact(s): Intellectual Software

Cost: $59.95, includes one disk

Description: The users of this simulation learn to make decisions such as trade name, partnerships, incorporation, budgeting, marketing, inventory, advertising, hiring employees, raising capital, recordkeeping, taxes, and insurance. Correct decisions lead to great wealth; wrong decisions can result in bankruptcy.

WINSIGHT PROGRAMS

Summary: This is a collection of 12 programs that help the user solve job-related problems or build management skills.

Hardware: IBM PC and compatibles, 256K, DOS 2.1 or higher, 5 1/4" or 3 1/2" disks

Intended Users: Students, educators, counselors, anyone interested in self-improvement

Contact(s): Winsight, Inc.

Cost: $100.00, includes disk

Description: Programs now developed are:

1. EXTEND YOUR PERSONAL INFLUENCE
2. IDENTIFY THE RIGHT PRIORITIES
3. IMPROVE KEY RELATIONSHIPS

4. MAKE MEETINGS PRODUCTIVE
5. KEEP YOUR PEOPLE MOTIVATED
6. BUILD CLIENT SATISFACTION
7. HELP YOUR BOSS GET AHEAD
8. ANTICIPATE EMERGING PROBLEMS
9. DEFINE PROJECT OBJECTIVES
10. FIND HIDDEN OPPORTUNITIES
11. ISOLATE THE "REAL" PROBLEM
12. DEVELOP A SELLING ARGUMENT

These can be used alone, in conjunction with an executive training program, or as reinforcement/practice after training. The software emphasizes three steps:

A. understand the value and scope of the issue,

B. generate appropriate ideas and responses, and

C. evaluate them and develop an action plan from the alternatives.

Prompts and questions draw out the user's best judgment, experience, and imagination. The "expert" method of inquiry guides the user to break the process into manageable steps. All instructions are on the disk.

WORKING: TODAY AND TOMORROW

Summary:	This is an interactive, five-diskette software program that will prepare students for entering the world of work.
Hardware:	Apple II series
Intended Users:	High school students and those in cooperative, distributive, and career education
Contact(s):	EMC Publishing
Cost:	$158.00, includes five diskettes and program guide
Description:	WORKING: TODAY AND TOMORROW uses a combination of graphics, tutorials, and simulations to help students attain their occupational goals. The first disk is "Exploring Your Job Options." Students identify their interests and skills and through simulation try out several job clusters. The second disk is "The Job Hunt," where they get experience in applying for, interviewing for, and getting a job. Disk three is "On the Job." Students practice solving problems and making decisions in situations and learn that certain behaviors lead to promotions and challenging avenues. On the fourth disk, "On Your Own Money," students learn to make personal financial management decisions based on different situations. The fifth disk is "Personal Money Manager." The student can enter his/her actual or hypothetical income and expenses to create a budget. Variables produced by the computer can upset these plans. Students learn how to plan and manage their financial affairs. *(This description pertains to the version developed in March, 1986.)* Note: See Section III for a review of this program.

YOUR PERSONAL HABITS FOR JOB SUCCESS

Summary: Four job simulations provide decision-making opportunities, an analysis, and an opportunity to change.

Hardware: Apple II, IIe, 48K, DOS 3.3; disk drive required

Intended Users: Junior high school students to adults

Contact(s): Cambridge Career Products
Career Aids, Inc.
EISI

Cost: $54.95 for one disk with backup and instruction guide from Cambridge and Career Aids; $59.95 from EISI.

The Job Success Series from EISI includes "Your Personal Habits for Job Success," "First Day on the Job," "Looking Good," and "Your Work Habits for Job Success." All four are $219.95.

Description: Students are challenged to make positive decisions through instruction specially designed to encourage good personal habits. Viewers use four on-the-job simulations to make their decisions. The computer then analyzes the choices made, and students learn from their errors and find out how to turn the choices into positive decisions.

YOUR WORK HABITS FOR JOB SUCCESS

Summary: Students learn how attitude and performance ultimately affect job success.

Hardware: Apple II/IIe, 48K

Intended Users: Junior high and high school students

Contact(s): Cambridge Career Products
Career Aids, Inc.
EISI

Cost: $54.95 from Cambridge Career Products and Career Aids, Inc. (with backup disk); $59.95 with backup from EISI.

The Job Success Series from EISI includes "Your Work Habits for Job Success," "First Day on the Job," "Looking Good," and "Your Personal Habits." All four for $219.95, including backup disks

Description: Students are taught how to keep a job and develop habits that lead to receiving promotions. Simulated exercises give students a better understanding of what lies ahead in the job market. Worksheets and activity ideas provided in this computer program allow students to gain valuable insight, increase their awareness, and learn the key elements for achieving success.

Software for Academic Advising

BUILDING MEMORY SKILLS

Summary: This program provides a tool designed to increase students' short-term memory capacity.

Hardware: Apple series; IBM

Intended Users: Junior high and high school students

Contact(s): Microcomputer Educational Programs

Cost: $69.95

Description: The program introduces and structures practice in a four-step memorization skills process using (l) attention, (2) interest, (3) organization, and (4) practice. Five sections apply this process in "Work Keys (use of key words)," "Quests (interest highlights)," "Images (visual associations)," "Sense Flights (use of bodily senses)," and "Mind Maps (developing a main idea)."

Note: See Section III for a review of this program.

HOMEWORKER

Summary: With HOMEWORKER, students learn to organize their time, thoughts and study materials.

Hardware: Apple II, 64K; IBM PC, 128K

Intended Users: Grades 9-12

Contact(s): EISI

Cost: $89.95, includes disk, student organizer, study accessories, manual, and study skills book

Description: This program is composed of six integrated modules:

1. Textwriter—an easy-to-use word processor.
2. Outliner—plans papers, outlines, and allows changing ideas.
3. Flashcard Maker—creates cards on screen or on printer.
4. Calendar—for time management.
5. Gradekeeper—records and projects grades and G.P.A.
6. Computer—helps calculate and convert scores.

MANAGING YOUR TIME

Summary: Students learn how to use their time more productively by using schedules to plan the course of their day.

Hardware: Apple II, IIe, 48K

Intended Users: Junior high and high school students

Contact(s): Career Aids, Inc.

Cost: $54.95

Description: MANAGING YOUR TIME is both an instructional and functional program that keeps track of whatever it is asked to remember. It works like a daily calendar but has the capability of highlighting appointment times that overlap to alert students of the conflict. This program teaches students how to plan their time, keep appointments, and become organized. The program's speed and level of difficulty are based on the commands of each student.

PACESETTER

Summary: PACESETTER shows students how to organize their time and develop good study/work habits.

Hardware: Apple II, 128K

Intended Users: Grades 6-12

Contact(s): EISI

Cost: $69.99 includes backup disk, teacher's and user's guides

Description: In this program, users tackle a simulated project to send a spaceship to a planet. Later, they plan their own time by creating calendars to schedule homework, projects, appointments, study, and free time. Graphs provide visual feedback. Another disk is available to provide extra practice and activities (Pacesetter Projects I, $24.99).

STUDY SKILLS

Summary: This program is designed to help students with a low reading performance level make better use of their study time

Hardware: Apple II+ (48K minimum), Apple IIc, IIe, IIGS; IBM PC, XT, AT computer or compatible, 256K minimum; CGA or Hercules graphics card with appropriate monitor

Intended Users: Delinquent and predelinquent youth

Contact(s): Microcomputer Educational Programs

Cost: Unavailable

Description: This program focuses on self-assessment, practice activities, and positive encouragement. The students' self-paced choices include: (A) Pretest, (B) Get Set!, (C) I learn best, (D) Active ears, (E) Smart notes, (F) Reading racer, (G) Math memos, (H) Posttest, and (I) Quit for now. Color graphics add interest.

Note: See Section III for a review of this program.

STUDY SKILLS AND JOB SUCCESS

Summary: This software package includes two programs, "Why Stay in School?" and "Study and Work Habits."

Hardware: Apple II series; IBM PC and compatibles

Intended Users: Grade 8 and older

Contact(s): Career Development Software
EISI

Cost: $149.00 for both, $79.00 each; both programs include two disks and manual

Description: "Why Stay in School" provides tutorials and scenarios for students to respond to, giving positive reasons why students should finish school. It assesses the student's personal, social, and leadership behavior. "Study and Work Habits" emphasizes how good study skills lead to better work skills. Personal skills covered include punctuality, meeting deadlines, and balancing social and study time. Examples of authority skills are taking orders, accepting criticism, being a team player, and fitting in with roles and rules. Social skills to be learned are communication skills, becoming a team player, accepting differences, and group problem solving. Videos are available.

STUDY SKILLS MODULES

Summary: This is a computer-presented program to provide instruction on efficient study skills (behavior) and effective academic attitudes (motivation) for college students.

Hardware: Apple II+, IIc, IIe; IBM PC, XT, PCjr., 48K, one disk drive, no printer

Intended Users: College-bound high school seniors and college students

Contact(s): WFB Enterprises

Cost: $550.00, includes ten 5-1/4" disks plus a manual

Description: The ten disks provide interactive instruction on Managing Time, Improving Memory, Taking Lecture Notes, Reading Textbooks, Taking Examinations, Writing Themes and Reports, Making Oral Reports, Improving Scholastic Motivation, Improving Interpersonal Relations, and Improving Concentration. A study skills notebook is also available to guide note taking activity as students proceed through the ten disks. *(This description pertains to the revised version developed in 1987.)*

STUDY SKILLS TESTS

Summary: This program is a computer administered and scored test for evaluating student knowledge about efficient study skills (behavior) and effective academic attitudes (motivation) for college success.

Hardware: Apple II+, IIc, IIe; IBM PC, XT, PCjr., 48K, one disk drive, no printer

Intended Users: College-bound high school seniors and college students

Contact(s): WFB Enterprises

Cost: $200.00, includes one 5-1/4" disk plus a manual

Description: The STUDY SKILLS TESTS may be used by counselors and instructors to evaluate a student's knowledge about efficient study skills (behavior) and effective academic attitudes (motivation) needed for college success. Ten subscores are provided in addition to a total study effectiveness score. The STUDY SKILLS TESTS are fully correlated with the concepts and methods presented in the STUDY SKILLS MODULES. *(This description pertains to the version developed in 1984.)*

SURVEY OF READING AND STUDY SKILLS II and SURVEY OF HIGH SCHOOL STUDY SKILLS

Summary: These two programs, one for college students and the other for high school students, diagnose study habits and attitudes, prescribe study improvement activities, and monitor study skills improvement.

Hardware: IBM PC, XT, AT, an NCS Sentry 3000 Reader or a ScanTron OMR 1200 or 1300 Reader, and an 80-column printer

Intended Users: High school and college students

Contact(s): Personal Efficiency Programs

Cost: Site license for each, $395.00, includes program diskette, instructor guide, 50 student response forms; additional forms cost $50.00 for 100 or $450.00 for 1,000

Description: On a machine-readable answer form, students respond to 65 statements that describe study behaviors and attitudes considered important for academic success. A NCS or ScanTron reader translates the answers to a computer which interprets and processes the information. The printer produces two reports for each student and two for the counselor/teacher. The student receives paragraphs describing his/her strengths and potential problems in 16 study skill areas, and a list of 50 recommendations custom-designed by each institution to reflect its study skills philosophy. Administrative reports include a class profile of potential problems by student name and a management record to monitor student progress toward completion of the recommendations. The program also includes a Magscreen disk for students who require special help in reading the survey forms.

WHY STAY IN SCHOOL?

Summary: This program uses tutorials and case studies to point out how the world of work requires a proper foundation.

Hardware: Apple II; IBM PC

Intended Users: Grades 8-12

Contact(s): CDS
EISI

Cost: $79.00

Description: This program is designed to be used as a tool for drop-out prevention. Students learn about three sets of school habits that lead to success: Personal Habits, Social Habits, and Leadership Habits. The program emphasizes practical objectives and specific "how to" strategies to increase the likelihood of the student staying in school. *(This description pertains to the version developed in 1987.)*

COLLEGE DIRECTIONS

Summary: COLLEGE DIRECTIONS is a four-diskette system designed to involve young adults in a systematic approach to choosing a two- or four-year college.

Hardware: Apple II series, DOS 3.3; TRS-80 Models III, IV, DOS 1.3, 48K; IBM PC, 64K; two disk drives required; printer optional

Intended Users: High school students

Contact(s):
Cambridge Career Products
Career Aids, Inc.
Career Development Software
Conover Company
EISI
Jefferson Software
K-12 Micromedia
Opportunities for Learning
SVE

Cost: $97.00 for the 2-year version and $99.00 for the 4-year version. $139.00 for both 2- and 4-year versions. Periodic updates are available.

Description: The 2-Year Version of COLLEGE DIRECTIONS systematically allows college-bound young adults to screen and select the most appropriate 2-year school in terms of size, cost, location, wheelchair accessibility, curriculum, admission standards and more. It also allows the user to look up any 2-year school in its database of 1400 2-year colleges, vocational, technical, business schools and 2-year programs in a 4-year college in terms of the above criteria. Finally, it allows the user to create a plan to enter the 2-year school of his/her choice. The program also helps the user write a personal letter of inquiry, a letter of acceptance, and a letter declining an offer to attend college.

The 4-Year Version allows college-bound young adults to systematically screen and select the most appropriate 4-year college in terms of size, cost, type, location, wheelchair accessibility, curriculum, ROTC availability, admission standards, and more. It also allows the user to look up any individual 4-year school in its database of 1300 4-year colleges in terms of the above criteria. Routines that provide assistance in writing letters of inquiry and creating a budget of expenses are included. Finally, it allows the user to create a plan to enter the 4-year school of his/her choice. The program includes College Assessment, Analysis, Exploration, and Planning. The system keeps a record of the college selection criteria for up to 20 students which allows students to continue or revise their input at a later session.

COLLEGE EXPLORER

Summary: Students are queried for their preferences and can create a personal profile. 2,700 U.S. colleges and universities are in the file.

Hardware: Apple IIc, IIe; IBM PC, XT

Intended Users: College-bound students and guidance counselors

Contact(s): College Board Publications

Cost: $189.00, includes disks in binder, a counselor manual, two student manuals, student worksheet, technical specifications, and a free current copy of *The College Handbook*.

Description: The COLLEGE EXPLORER software program is totally self-instructive. An on-screen student tutorial offers in-depth guidance on program use, search strategies, and what to do with the search results. The program allows for the use of only two active keys and the directional arrows, so students won't lose time making typing or program errors. The screens are easy to read, and an average session lasts only 20 minutes.

COLLEGE EXPLORER is designed to help students build a college profile and quickly obtain a list of colleges that meet their specifications. The program allows users to search through its file using any or all of the features most often identified by students as important in choosing a college:

- associate or bachelor's degree
- college setting
- curriculum choices
- public/private, religious affiliation
- geographic location
- coed/single sex
- enrollment size
- special programs and services
- admissions selectivity
- intercollegiate/intramural sports
- on-campus housing
- student activities

Within these 12 features, students may select from more than 600 options—including almost 500 majors—in order to develop a highly personalized college profile. *(This program is updated annually.)*

Note: See Section III for a review of this program.

COLLEGE FINDER

Summary: COLLEGE FINDER allows students to define and clarify the characteristics they want in a four-year college or university.

Hardware: IBM PC and compatibles, 256K, one drive; Apple II, 80-column card, upper/lower case, one drive; (specify 128K version or 64K version)

Intended Users: Students seeking a college

Contact(s): Chronicle Guidance
CIASA
Wintergreen Software

Cost: $299.00, includes disk, binder, counselor's manual, reproducible user materials

Description: This second generation program offers many features not found in other college search programs. After selecting from a comprehensive array of criteria and majors, the user is asked to rate the importance of each criteria. COLLEGE FINDER then lists the best-matching schools—so there is always a list of matching colleges. The user can request specific information about any college (whether it is on the list or not). This makes it easy to rethink the search criteria and clarify the importance of desired traits. Modifying the criteria and searching again is easy. *(This description pertains to the version developed in November, 1987.)*

Note: See Section III for a review of this program.

COLLEGE SCAN IV

Summary:	COLLEGE SCAN IV helps students narrow down their choice of colleges to a selection based on their interests and needs.
Hardware:	Apple II series; TRS-80 III, IV, IVP; IBM PC; Commodore 64
Intended Users:	High school students and other college-bound students
Contact(s):	Cambridge Career Products Career Aids, Inc. National Educational Software Services
Cost:	$195.00
Description:	COLLEGE SCAN IV helps students narrow their choice of colleges (from a database of over 1500) to a selection based on their interests and needs. The data is compiled from the National Center for Educational Statistics and the College Admissions Data Handbook. Students independently set the various parameters of their search, and in less than 15 minutes COLLEGE SCAN matches the choices of the user to the profile of each school. Over 457 variables are coded to each institution, including programs of study, size, cost, location, academic environment, student body characteristics, regulations, athletic program availability and much more. After schools have been identified, the student can obtain a listing (hard copy if printer is available) of the information, which can be used to help decide if additional exploration of the schools is warranted. COLLEGE SCAN IV comes with a thorough information manual. Presently there are over 2000 users. *(This program is updated annually.)* Note: See Section III for a review of this program.

COLLEGE SEARCH

Summary:	COLLEGE SEARCH is a program to identify colleges that match a student's academic, extra-curricular and social needs.
Hardware:	IBM PC, XT, PCjr.; Apple II+, IIc, IIe, one or two drives, 64K, 80-column board; printer recommended
Intended Users:	High school students and those searching for a college
Contact(s):	American College Testing Program (ACT) EUREKA
Cost:	Varies—disk, guidebook, worksheet (to reproduce)
Description:	COLLEGE SEARCH contains information about more than 1400 two-year and 1700 four-year colleges according to 15 key categories, including more than 360 characteristics. The student chooses characteristics in priority order. The program lists colleges matching these specifics. The student can continue the search by adding or deleting data until the list is of manageable

size. A worksheet helps students and parents organize their ideas before the computer session. *(This description pertains to the version developed in 1987. An annual revision is available each September.)*

Note: See Section III for a review of this program.

GUIDANCE COUNSELOR: COLLEGE SEARCH

Summary:	Detailed information on over 2,500 schools is contained in this program.
Hardware:	Apple II, IIc, IIe; requires 80-column card for printer option
Intended Users:	High school and college students
Contact(s):	CBS Interactive Learning/Holt, Rinehart and Winston
Cost:	$150.00, includes program disk with backup, data disk, student guide, and teacher guide
Description:	This program helps students select the colleges and universities that meet their own specified criteria. Information is included about admissions requirements, educational costs, financial aid opportunities, and faculty/student statistics. It provides a printed, customized list of the institutions in rank order, based upon the individual student's needs and interests.

THE PERFECT COLLEGE

Summary:	Students can retrieve information about 1,650 four-year colleges and universities by five search options.
Hardware:	Apple II series; Commodore 64, 128K; IBM PC, PCjr.; Tandy 1000; Macintosh; printer recommended
Intended Users:	Grades 10 - 12
Contact(s):	EISI Mindscape, Inc.
Cost:	$19.95 includes disk and user's guide
Description:	Students and counselors can call up appropriate colleges by name, location, size, setting, type, public/private, climate, and cost under the "Basic" section. The "Comprehensive" section includes overall competitiveness, test scores, average GPA and percentages accepted. The other sections—"Academics," "Student Life," and "Admissions"—give more information to help the student choose.

PETERSON'S COLLEGE SELECTION SERVICE FOR FOUR-YEAR COLLEGES and PETERSON'S COLLEGE SELECTION SERVICE FOR TWO-YEAR COLLEGES

Summary:	These search programs help students and their families identify colleges that meet their needs. Both are complete information packages.
Hardware:	Four-Year Package—Apple IIc, IIe, 64K; IBM PC, XT, 128K; MS-DOS computers, 128K; TRS-80 Models III, IV, 48K Two-Year Package—Apple IIc, IIe, 64K; IBM PC, XT, 128K
Intended Users:	High school and college students
Contact(s):	Peterson's Guides, Inc.
Cost:	Four-Year Package: $159.00 less 10% for non-profit. Two-Year Package: $109.00 less 10% for non-profit. Both four-year and two-year packages: $188.00, less 10% for non-profit. Includes: a binder with two diskettes, one backup program diskette, counselor/student manual, reproducible student worksheet and installation sheet, and a current copy of Peterson's Guide to Four-Year Colleges or Peterson's Guide to Two-Year Colleges.
Description:	Both packages allow the user to select from a file of colleges and universities and identify the most appropriate colleges based on specific characteristics. This program combines these features: • 1,900 accredited U.S. and Canadian four-year colleges or 1,300 accredited two-year colleges, • 600 characteristics to choose from in 20 categories; immediate display of each selection, • interactive and flexible; shows students at every step how their selected options affect the remaining pool of colleges, • cross references to college profiles and descriptions in Peterson's Undergraduate Guides, • selection review at any time and summary report at any time, • ability to change criteria at any time, and • annually updated with most current information.

CHOOSING A COLLEGE MAJOR

Summary: This program helps answer the question "What should my major be in college?"

Hardware: Apple II, 48K, disk drive; IBM PC, 64K

Intended Users: High school and college bound students

Contact(s):
Cambridge Career Products
Career Aids, Inc.
Career Development Software
The Conover Company
Opportunities for Learning

Cost: $49.00 - $59.00

Description: This program provides students with an organized view of over 200 university majors categorized into six groups: Crafts/Trades, Sciences, Arts, Social Services, Leadership, and Office Occupations. After a skills inventory assessment, students are encouraged to explore in detail one of the six categories. Students may also compare the similarities and differences among each of the groups.

THE GRADUATION DILEMMA

Summary: This simulation program assists students in becoming aware of decisions involved in the educational transition to a university, community college, or vocational training program.

Hardware: Apple II, IIe, 48K, DOS 3.3; TRS-80 Models III, IV, 48K; one disk drive required

Intended Users: Grades 10 through adult

Contact(s):
Cambridge Career Products
Career Aids, Inc.
Career Development Software
The Conover Company
K-12 Micro Media

Cost: $79.00 - $150.00; includes three disks, documentation, plus reproducible courseware exercises and free annual updates

Description: THE GRADUATION DILEMMA is a simulation of the critical decisions confronting high school students ready to graduate. This program presents three educational pathways open to students: vocational training, university studies, and community college. The student is presented a realistic entrance examination to each of the three schools.

University Studies explores over 200 majors as students perform a self-assessment.

Community College gives practice filling out weekly time schedules in order to maximize time and energy.

Vocational Training stresses spatial/perceptual skills and interpersonal skills.

The graphics included in this program entertain students while giving them the concepts they need before making any transition.

THE MAJOR-MINOR FINDER

Summary:	This general survey of 123 popular college majors is tied to career considerations.
Hardware:	TRS-80 Models III, IV; Apple II+, IIe; Commodore 64; IBM PC; Franklin Ace 1000
Intended Users:	Grade 7 through high school, community college, 4-year college and adult persons who want to make college plans and decide upon a college major
Contact(s):	Cambridge Career Products CFKR Career Materials, Inc. EISI
Cost:	$59.95 - $89.00, includes diskettes and a user's guide

Description: The student answers questions about college and work interests; from the responses, ten majors are listed that may BEST match the student's profile. The MAJOR-MINOR FINDER provides a means for making decisions about college planning based upon realistic career planning. It is useful for the college-bound, or for those in college who need to make concrete plans. The student will learn about jobs related to college majors and the different skills and interests required of the 120 majors.

The results include:

- two-year college programs closely related to 4-year majors,
- aptitudes needed for majors,
- college courses required for majors,
- definitions of majors,
- related jobs and job outlook, and
- where to write for additional information.

Note: See Section III for a review of this program.

FACT: FINANCIAL AID COUNSELING TOOL

Summary: This software is designed to help students and parents plan for financing post-secondary education.

Hardware: Apple II+, IIe, IIc (minimum 64K); IBM PC, XT, PCjr.; printer optional but highly recommended

Intended Users: High school and college students considered "dependent" for financial aid purposes

Contact(s): American College Testing Program

Cost: $125.00 per set (includes disk, FACT manual for counselors and 100 FACT folders for students and parents); additional folders are 100 for $20.00

Description: Students and parents organize their financial information in a FACT folder prior to entry into the program. (None of this confidential information is retained in the computer memory after using the program. A report can be printed for continued use by parents and students.) The program shows how to estimate college costs; how need is determined; how much the family is expected to contribute toward the costs; and how, where, and when to apply for aid. The program can be tailored to present cost information for colleges most frequently attended by graduates of a particular school or area. *(This description pertains to the version developed in 1987. New editions are released at the beginning of each calendar year.)*

FINANCIAL AID SCAN IV

Summary: FINANCIAL AID SCAN helps individuals understand and determine eligibility for financial aid.

Hardware: Apple II series; IBM PC and compatibles

Intended Users: High school students and other college-bound individuals

Contact(s): Cambridge Career Products
Career Aids, Inc.
National Educational Software Services

Cost: $89.00, includes diskette and instructions

Description: FINANCIAL AID SCAN provides a personal and private method for students and their parents to learn about financial aid offered through federal grant programs. It provides a "candid English" explanation of this often confusing topic. Working alone, students input personal financial details and receive a computation of their Pell Grant Index. Using this index and the cost of the college the student wishes to attend, the program shows the probable aid level that can be expected. Results can be printed if a printer is available. FINANCIAL AID SCAN is based on a booklet, *College Grants*, published by Octameron Press. *(This program is updated annually.)*

Note: See Section III for a review of this program.

GUIDANCE COUNSELOR: FINANCIAL AID

Summary: The purpose of this program is to help students identify financial aid options for higher education.

Hardware: Apple II, IIc, IIe; requires 80-column card for printing

Intended Users: High school and college students

Contact(s): CBS Interactive Learning/Holt, Rinehart and Winston

Cost: $150.00, includes program disk, backup disk, data disk, student guide, and teacher guide

Description: This software helps college-bound students identify their financial aid options for higher education. They can estimate their financial aid needs, then analyze their eligibility for aid at a large number of specific colleges and universities. Both private and government financial aid sources are identified.

PETERSON'S FINANCIAL AID SERVICE (FAS)

Summary: Students can estimate their needs; analyze aid eligibility at selected colleges; and identify government, private, and college aid for which they may qualify.

Hardware: Apple IIc, IIe, 64K; IBM PC, 128K

Intended Users: College-bound students, parents, counselors

Contact(s): Peterson's Guides, Inc.

Cost: $195.00 less 10% for non-profit

Description: The FAS software does complex calculations based on the student's input and searches through college and scholarship databases to produce a personalized report. The report shows the student's need-analysis/family-contribution estimates and gives information on getting aid from all of the major sources of funding (including private) based on a profile of the student's characteristics and interests. The six components are as follows:

- Estimating Family Contribution confidentially calculates approximately how much a student's family will be expected to contribute toward college costs.
- Calculating College Costs and Estimating Need presents a match of each student's estimated family contribution against any college's costs to produce probable need, and shows how extensively that college has been able to meet the financial need of its current students.
- Average Costs of Colleges by Type gives average costs for the types of colleges the student wants to look into based on the student's choice of public/private control, location, and entrance difficulty.
- Government Aid Programs gives printed descriptions of all federal and state aid programs and details on applying.
- Private Aid Programs searches through some 400 programs offered by foundations, philanthropies, corporations, and other organizations to find all the awards for which the student's profile shows he or she may be eligible.

- Non-Need Scholarships at 4-Year Colleges directs students to the section of *The College Money Handbook, 1988* that covers scholarships given by colleges for special talents and interests.

(This description pertains to the version developed in August/September, 1987. This program is updated annually.)

SCHOLARSHIP BANK

Summary: This is an expandable database of scholarships accessible by various criteria.

Hardware: Apple; IBM PC, PCjr.

Intended Users: Students, parents, counselors

Contact(s): Career Aids
Intellectual Software

Cost: $95.00

Description: Scholarships offered by the school, by community groups, by state and national agencies, and by colleges themselves can be organized and accessed in the specially-designed database. Easy-to-use routines conduct a detailed search of the available scholarships. Scholarship information is stored by a variety of criteria to assist students in finding all the programs for which they might qualify. It comes with a database of available scholarships and easy procedures to add hundreds more. *(This description pertains to the version developed in 1985.)*

SCHOLARSHIPS TODAY I AND II

Summary: Module I allows students to explore government and state-sponsored financial aid programs, write letters of inquiry, take a financial aid quiz, and estimate the amount of grant aid. Module II involves students in a systematic approach to finding potential private sources of financial aid for post-secondary education.

Hardware: Apple II, IIe, 48K, DOS 3.3; TRS-80 Model III, 48K, disk drive required; IBM PC

Intended Users: High school and college students

Contact(s): Cambridge Career Products
Career Aids, Inc.
Career Development Software
The Conover Company
EISI
Jefferson Software
K-12 Micro Media
Opportunities for Learning
SVE

Cost: Module I (one disk) is $65.00; Module II (6 disks) is $350.00; both modules are $390.00

Description: Module I enables students to explore government and state-sponsored financial aid programs. Pell Grants, Guaranteed Student Loans, Plus Loans, Supplemental Educational Opportunity Grants, College Work-Study Programs, National Direct Student Loans, and sources of state student aid are presented. Exercises cover eligibility criteria, dollar amount available, application procedures, and application deadlines. The program enables students to write custom letters of inquiry requesting application forms and additional information. It also includes a financial aid quiz and a program to estimate the amount of Pell grant aid for which the student qualifies.

Module II allows students to create a personal profile; determine potential private sources of financial aid; and contact any source of aid to obtain requirements, deadlines, and application forms. The database contains over 1,900 private sources offered by employers, fraternal organizations, foundations, religious groups, labor unions, private donors, veteran's groups, and more.

(This program is updated every two years.)

SCHOOL-COMMUNITY SCHOLARSHIP PLANNER

Summary: This program can be used to set up and run a scholarship or financial aid program in an organization or community.

Hardware: Apple II; IBM PC; printer

Intended Users: Schools, PTA's, civic groups, church organizations, etc.

Contact(s): Cambridge Career Products

Cost: $95.00, includes one disk, 40-page user's manual

Description: This program allows a group to set up a scholarship program that qualifies for tax-exempt status by the IRS. It helps develop an organized plan to raise funds, customizes and prints out a financial aid application, and designs a selection process and a selection worksheet. It also accesses sample letters for fund-raising, notifying of an award, and renewing an award. The procedure is laid out in steps in the program and user's guide.

S.N.A.P.: STUDENT NEED ADVISOR PROGRAM

Summary: STUDENT NEED ADVISOR PROGRAM (S.N.A.P.) is a complete financial aid process package listing requirements, deadlines, and other important items. It automatically computes the Pell Student Aid Index, expected family contributions and possible financial aid awards.

Hardware: Apple II, IIc, IIe; IBM PC, XT, AT or compatible

Intended Users: College-bound students and parents seeking the best financial aid package

Contact(s): Advanced Process Laboratories

Cost: $119.00, includes disk, manual, CREDIT WISE, and COLLEGE INVE$T

Description: Students receive a Financial Data Planning form to take home and review with their parents. Students input necessary information into the program, and S.N.A.P. will accurately estimate the need for Pell Grant and campus-based financial assistance. The program will print a form letter which will contain the student's family contribution and Pell Grant eligibility index. It includes "Credit Wise," a student debt management program, and "College Inve$t" (financial planner) at no charge. "Credit Wise" is designed to assist the college-bound student in learning about the Guaranteed Student Loan (GSL) program; develop awareness of responsibility for a loan; and map out a financial plan for a positive credit relationship, greater independence, and a solid career future. *(This program is updated annually.)*

Software for Testing

COPSYSTEM INTEREST INVENTORY

Summary: COPSystem INTEREST INVENTORY allows students to obtain a measure of occupational interest in eight major career clusters which are further subdivided into professional and skilled levels.

Hardware: IBM PC or compatible, one disk drive, 256K memory, printers

Intended Users: Junior high and high school students, college students, and adults

Contact(s): EdITS

Cost: Contact EdITS

Description: COPSystem INTEREST INVENTORY allows students and clients to complete the 168-item COPS Interest Inventory on computer with scores obtained within eight major career clusters. The results will be printed out. The scores on the inventory will be tied to the COPSystem career briefs kit which contains job descriptions, salary information, where to write for further information and training required for over 400 selected occupations. The COPS INTEREST INVENTORY allows examinees to begin the career exploration process by measuring occupational interests, at both the professional and skilled level. *(This description pertains to the version developed in Spring, 1988.)*

COPSYSTEM—SCORING PROGRAM

Summary: This is an on-site scoring program for the COPS Interest Inventory, the CAPS Ability Battery, and the COPES Work Values Survey.

Hardware: IBM PC or compatible, 256K; NCS Sentry 3000 or 7000 series scanner; standard printer

Intended Users: High school, college, and private practice counselors

Contact(s): EdITS

Cost: Contact EdITS—Package includes communications package, scoring algorithm, preprinted paper and profile booklet.

Description: The scoring program allows the NCS form of the COPS Interest Inventory, the CAPS Ability Battery, and the COPES Work Values Survey to be scored locally. The user must have an NCS scanner to scan the answer booklets. The software contains a scoring algorithm and norms for producing a complete profile for the COPSystem. The program prints results on preprinted paper available from EdITS. A comprehensive profile containing job titles, descriptions of the career clusters, college majors, suggested school courses, and job activities is included with the program. *(This description pertains to the version developed in 1987.)*

CPP SOFTWARE SYSTEM

Summary: This is a system to administer, score and report results of selected Consulting Psychologist Press tests: Strong-Campbell Interest Inventory (SCII), Myers-Briggs Type Indicator (MBTI), Career Development Inventory (CDI), Adjective Checklist (ACL), and Career Psychological Inventory (CPI).

Hardware: IBM PC or compatibles, 510K memory, DOS 2.0 or greater, two floppy disk drives or hard disk, serial port (asynchronous) RS-232-C communications adapter; optional HEI 185 optical scanner; printer

Intended Users: Counselors in a variety of settings, personnel recruiters, researchers

Contact(s): Consulting Psychologists Press, Inc.

Cost: The initial system leases for $500.00 for the first year. It includes a half-size PC board, three disks (5 1/4 or 3 1/2 inch), user's guide, and ten free administrations. The annual lease fee of $125.00 includes technical support and free updates. Each additional software set costs $50.00 for three disks and a guide. Administrations can be purchased in quantities of 10, 100, 250, 1,000, or 5,000.

Description: SCII—This software provides either the profile or narrative and profile report. It provides 6 General Occupational theme scores, 23 Basic Interest scales, and 207 Occupational scales. The program will also print "Understanding Your Results on the Strong." The system allows interactive or paper-and-pencil administration, has on-screen tutorial, one disk administers test and another scores and reports results (for client data security), allows administration at multiple sites and secured scoring at only one site. The items and scores can be easily analyzed with statistical software packages. Group means and standard deviations are an option.

MBTI—This software administers and scores Form F and G, reports for each dimension and plots preference strength scores. It provides continuous phrase question and word-pair scores. Page descriptions of 16 types can be selected and generated.

CDI—Based on the well-known long-term research projects in career choice directed by Donald Super, the CDI is available in both a High School (S) Form and a College and University (CU) Form. The CDI assesses knowledge and attitudes about career choice. The results may be useful in determining the appropriate career guidance for individuals, in designing and evaluating career counseling programs, and in research on career development.

ACL—A standardized 300-adjective list widely used in personality assessment and psychometric research, the ACL has a manual describing 37 possible scales. The adjectives and the scales are useful in studying descriptive correlates of test scores and in reducing interview or clinical judgments to statistically manageable units.

CPI (revised edition)—The California Psychological Inventory is a multi-purpose questionnaire designed to assess normal personality characteristics important in everyday life. The CPI is used for advising students about their academic achievement or progress; identifying social leaders; selecting participants in honors programs; and predicting success in student teaching nursing, medicine, dentistry, psychology, social work, seminary, police, and military training programs. The CPI has been used to predict behaviors, including leadership, creativity, Type A behavior, persistence in school, success on parole, and menstrual distress. *(This description pertains to the version developed in 1987.)*

DAT ADAPTIVE: DIFFERENTIAL APTITUDE TESTS: COMPUTERIZED ADAPTIVE EDITION

Summary: DAT ADAPTIVE is a computer-administered and scored implementation of the DAT and accompanying Career Planning Questionnaire.

Hardware: Apple II+, IIc, IIe, 64K RAM; Franklin Ace 1000; two disk drives

Intended Users: Grades 8-12

Contact(s): The Psychological Corporation

Cost: Examination kit, $30.00; start-up package, $95.00, two diskettes, manual, materials for 10 tests; replenishment package, $49.00, one diskette and material for testing 10 more students

Description: Like the DAT, the DAT ADAPTIVE is an integrated battery of eight aptitude tests designed for educational and vocational guidance. The computer individually adapts the test to each student's ability level as he or she progresses through the test, automatically eliminating questions that are too easy or too hard. The testing is self-paced, but usually lasts about 90 minutes. DAT ADAPTIVE is administered and scored by the computer. A complete individualized score report can be printed immediately after the test administration. The DAT tests are:

- verbal reasoning,
- numerical ability,
- abstract reasoning,
- clerical speed and accuracy,
- mechanical reasoning,
- space relations,
- spelling, and
- language usage.

(This description pertains to the version developed in 1986.)

MICROCOMPUTER EVALUATION SCREENING ASSESSMENT SHORT FORM (MESA SF2)

Summary: In this one-hour program, game-like exercises measure skills of motor coordination, academics, problem-solving, size and shape discrimination, and memory.

Hardware: IBM PC, XT with two floppy drives or hard disk and game card; Apple IIe, two drives, 13" RGB color monitor, 80-column printer

Intended Users: Vocational education, rehabilitation, job training programs

Contact(s): ValPAR International

Cost: $995.00, includes software manual, score sheets, survey, implements, tools, and other components for work sample testing

Description: Evaluator administers one paper/pencil, 12 computer, and three hardware exercises to students. Evaluator observes, times, answers questions, and records observations in standard format. Data are entered into computer, which generates and prints reports and Dictionary of Occupational Titles Qualification Summary. Criteria-referenced adaptive testing methods are used. (Difficulty level adjusts to student's ability.) Testing can be done in segments and saved to allow scheduling flexibility. This program links to ValSEARCH with no additional inputting. *(This description pertains to the version developed in 1986.)*

MICROTEST ASSESSMENT SYSTEM

Summary: This program provides a comprehensive scoring system for referenced, normed tests, such as vocational and personality assessments produced by NCS (the National Computer System).

Hardware: IBM PC, XT, AT; NCS-approved IBM-compatible computer, printer, NCS Scorebox interface (latter item costs $795.00), plus optional NCS Sentry Scanner

Intended Users: Guidance and counseling centers, personnel offices, mental health centers and hospitals

Contact(s): National Computer System

Cost: Varies according to number of administrators

Description: Paper-and-pencil tests can be administered in the regular manner; answer sheets are read by the scanner, then scored by the computer. Reports can be generated immediately and/or stored for later retrieval. Optionally, the test questions can be administered on the computer screen, with individuals selecting a response at the keyboard. When the test is completed, it can be scored and a report generated. Another option, if users don't have the scanner, is to key-enter the paper-and-pencil test answers for scoring on the computer.

Tests available:

- Strong Campbell Interest Inventory, profiles and narrative reports
- Career Assessment Inventory, profile and narrative
- Career Assessment Inventory-The Enhanced Version, profile and narrative
- Guilford-Zimmerman Temperament Survey
- Millon Adolescent Personality Inventory
- Millon Behavioral Health Inventory
- Millon Clinical Multiaxial Inventory, profile and narrative
- Minnesota Multiphasic Personality Inventory
- Sixteen Personality Factor Questionnaire
- Hogan Personality Inventory
- Hogan Personnel Selection Series
- Vocational Information Profile
- Alcohol Use Inventory

OVIS II MICROCOMPUTER VERSION

Summary: This is a micro version of the Ohio Vocational Interest Survey designed to assist students and adults with their educational and vocational plans. OVIS II can be administered and scored on the computer.

Hardware: Apple II, II+, IIe, 48K RAM, two disk drives and a printer

Intended Users: Students grades 7 through college and adults

Contact(s): The Psychological Corp. (TPC)

Cost: $198.00, includes diskettes, 35 student information booklets, administration, and permits local scoring of 35 cases; or $95.00, includes analysis diskette for 35 cases and 35 student information booklets (this is the replacement package)

Description: OVIS II combines an interest inventory with an optional Career Planning Questionnaire and Local Survey to provide the student and counselor with background data for interpreting interest scores. Survey items appear on the screen and examinees indicate their response using the keyboard. When the survey is completed, the counselor supplies the scoring and reporting diskettes, and the survey is scored by the computer. The survey takes approximately 30 minutes. Codes and passwords protect examinee responses. *(This description pertains to the version developed in 1984.)*

QUICKSCORE

Summary: This program enables on-site processing and scoring of assessments produced by PREP.

Hardware TRS-80 Models III, IV; Apple (with CP/M); IBM PC and compatibles; printer, designated card reader (card reader costs $975.00)

Intended Users: Career counselors

Contact(s): Prep Inc.

Cost: $200.00 for scoring disk for each assessment, plus $5.00-$7.00 per person administration expense

Description: Clients complete the assessments or tests on special response cards which are fed into the card reader, and computer scored; results are printed. The user saves 3 ways by using QUICKSCORE: (1) response cards cost less than response booklets, (2) postage, and (3) costly turnaround time it takes to mail responses for scoring. It is designed to be used with JOB MATCHING, JOB MATCHING II, JOB SEARCH ASSESSMENT, LIVING SKILLS, ASSESSMENT FOR CAREER INFORMATION, EMPLOYABILITY ATTITUDES, and TQAS TEST and QUESTIONNAIRE ANALYSIS SYSTEM. *(This description pertains to the version developed in 1984.)*

SELF-DIRECTED SEARCH: COMPUTER VERSION

Summary: This is an administration, scoring, and interpretation program for assessment of vocational interests.

Hardware: IBM PC, XT, AT, 128K to 256K, 5 1/4 or 3 1/2 inch disks; Apple II+, IIe, 64K, 80-column card; two disk drives

Intended Users: High school and college counselors, psychologists

Contact(s): Consulting Psychologists Press
CTB/McGraw Hill
Psychological Assessment Resources

Cost: $150.00, includes 50 test administrations and a manual

Description: The SELF-DIRECTED SEARCH: COMPUTER VERSION is an administration, scoring and interpretive program for the SELF-DIRECTED SEARCH. The program allows the user to take both the SELF-DIRECTED SEARCH-1985 REVISION and MY VOCATIONAL SITUATION by computer. All scores and summary codes are calculated, and an interpretive report is then printed which includes a list of the user's vocational aspirations; a description of the different Holland code types, including information about Holland's theory of vocations and the hexagonal model; possible occupations based upon all combinations of the user's summary code; and some next steps for the user to pursue in his or her educational and vocational planning. A separate professional report is produced which provides additional scores and interpretive information. The user's test results can be saved on a data disk for future reference and research purposes. *(This description pertains to the version developed in 1985.)*

STRONG SOFTWARE SYSTEM

Summary: This software allows on-site administration, scoring, and reporting of the Strong-Campbell Interest Inventory (SCII).

Hardware: IBM PC or compatible, 256K, DOS 2.0 or greater, two floppy disk drives or hard disk, serial port, multiple outlet strip, and HEI Scanner

Intended Users: High school students through adults

Contact(s): CTB/McGraw Hill Publishers Test Service

Cost: $800.00, includes two program disks, user's guide, binder, CodeLock Key that secures the scoring formula and accounts for usage, a System 180 Controller to link the CodeLock Key to the microcomputer, a program for using an optical scanner, and utility programs for editing scanned data and for statistical analysis and data file conversion that can be used with statistical packages

Description: Clients can enter their responses to the SCII directly into the computer. Alternatively, the answers can be scanned in after paper-and-pencil administration with special answer cards and the HEI scanner. The system provides either the profile or the narrative and profile report. The SCII is widely used to aid in curricular and occupational decision making and in planning career options. Separate norms for the sexes are used for analysis since men and women, on the average, respond differently to the 325 inventory items. The Profile Report presents scores for six General Occupational Themes: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These are further branched into scores for 23 Basic Interest Scales, such as agriculture, science, art, teaching, etc. Standard scores are provided for each of the 119 Occupational Scales. The Strong Interpretive Report is a narrative of the examinee's scores. It suggests avocational pursuits and career exploration books to read.

VOCATIONAL PREFERENCE INVENTORY

Summary: This is an administration, scoring, and interpretation program for assessment of vocational interests and personality.

Hardware: IBM PC, 128K; Apple II+, IIe, 64K; 80-column printer, two disk drives

Intended Users: Professionals using the VOCATIONAL PREFERENCE INVENTORY

Contact(s): Psychological Assessment Resources

Cost: $125.00, includes 50 test administrations

Description: The VOCATIONAL PREFERENCE INVENTORY: COMPUTER VERSION is an administration, scoring, and interpretive program for the VOCATIONAL PREFERENCE INVENTORY. The interpretive report was developed by Dr. Robert G. Rose and PAR staff in consultation with the test author, Dr. John Holland. The program offers three methods of administration: direct entry by the client, operator entry of item responses, and operator entry of scale scores. All scores and summary codes are calculated, and an interpretive report is then printed which provides information on personality configuration and a listing of occupations based on combinations of the client's Holland summary code. The test results can be saved on a data disk for future reference and research purposes. *(This description pertains to the version developed in 1985.)*

ABILITY ACHIEVEMENT DISCREPANCY (AAD)

Summary:	This program will assess the degree of underachievement by a student.
Hardware:	Apple II series; IBM PC; printer optional
Intended Users:	Psychologists for special education students
Contact(s):	Southern Micro Systems
Cost:	$149.00, includes manual, two program disks, and one data disk
Description:	ABILITY ACHIEVEMENT DISCREPANCY (AAD) will assist educators to accurately and fairly assess the degree of academic underachievement a child is experiencing, based on the ability and achievement tests administered by school personnel. The program can be used with a printer. Note: See Section III for a review of this program.

ADJECTIVE CHECKLIST SOFTWARE

Summary:	This program allows on-line administration, scoring, recordkeeping, reporting and profiling of the ADJECTIVE CHECK LIST.
Hardware:	IBM PC or compatibles, two disk drives, 80-column printer
Intended Users:	College students and adults
Contact(s):	CTB/McGraw-Hill
Cost:	$500.00, includes program start-up and diskettes for 100 administrations
Description:	The software allows someone to take the check list him/herself on computer, to enter data by card reader, or to have clerical staff input data via the keyboard. The user checks the adjectives (among 300) that s/he feels describes him/herself, others, or even objects, places, or institutions. *(This description pertains to the version developed in 1985.)*

ADULT PERSONALITY INVENTORY (API)

Summary:	This software allows an assessment of personal characteristics, interpersonal style, and career factors.
Hardware:	IBM PC (DOS, Version 2.1 and later versions) or Apple IIe
Intended Users:	Community college, four-year college, adults
Contact(s):	MetriTech, Inc.
Cost:	$479.00
Description:	Including both a long and a short version, the API is based on Cattell's 16 personality factors and theoretical framework. The program offers varied response formats and a narrative information profile that summarizes the responses. Note: See Section III for a review of this program.

CALIFORNIA ADAPTIVE BEHAVIOR SCALE

Summary: This program yields age-equivalent scores in 32 areas and 11 domains.

Hardware: Apple II

Intended Users: Qualified testers

Contact(s): Multi-Health Systems, Inc. (Canada)

Cost: $149.00 (U.S. dollars)

Description: This is a 353-item scale, with items arranged developmentally within the 11 domains. Included are internal reliability/consistency checks and a 32-item analysis which have known prerequisite skills. It is appropriate for clients aged 3 months to 19 years.

CARA: COMPUTER ASSISTED READING ASSESSMENT

Summary: This program provides a diagnostic tool to assess an individual's reading level.

Hardware: Apple II+, IIc or IIe, with two disk drives

Intended Users: Remedial reading programs or clinics, K through adults

Contact(s): Southern Micro Systems for Educators (SMS)

Cost: $149.00

Description: Information on the client's environment and on his/her mental and sensory capacity for learning to read is entered and stored for each person. A diagnostic report, including a set of graphic profiles and a narrative report on conclusions drawn by synthesizing the person's data, can be printed out.

Note: See Section III for a review of this program.

CHILD AND ADOLESCENT DIAGNOSTIC SCREENING INVENTORY (CADSI)

Summary: This software provides a rapid assessment of child and adolescent symptomatology keyed to diagnostic categories of the DSM-III.

Hardware: IBM PC and compatibles

Intended Users: Clinicians, use in conjunction with child's caretakers, such as parents, teachers

Contact(s): Psychologistics, Inc.

Cost: $150.00, includes unlimited use diskette

Description: The CADSI program includes inventory items based upon the specific diagnostic criteria of the DSM-III, which are completed by the client's parent, teacher, or other primary caretaker.

An outline-formatted report delineates relevant symptoms organized within the DSM-III diagnostic categories, assists the clinician in quickly identifying problem areas, and guides further evaluation. The inventory may be completed directly on the computer or by paper-and-pencil questionnaire. These questionnaires are contained on the program disk, and can be printed out by the user.

All reports are saved on a data disk to maintain a database of client records. Reports may also be printed out. *(This description pertains to the revised version developed in 1984.)*

COMPUTERIZED INVENTORY OF BASIC SKILLS (CIBS)

Summary: This software tests students on subject knowledge and skills, writes diagnostic reports, and develops Individualized Education Plans (IEPs).

Hardware: Apple II, printer

Intended Users: Grades 1-8; Regular or special education, Title One programs

Contact(s): Academic Counseling and Evaluation, Michael Wilson
C/VEG Publications, Santa Clara County Office of Education

Cost: $89.95, includes diskette and instruction manual; $20.00, backup disk

Description: Testing is done on-screen. The instructor indicates the subject and skills to be tested; student answers are evaluated instantly and CIBS predicts the student's skills and tailors the test to the individual. Results can be displayed or stored on disk. Mastery skill levels can be determined, and CIBS makes a bar graph to show skills by grade level. CIBS analyzes the student's identified needs and develops sequentially linked objectives from which the teacher selects to develop the IEP. The teacher can add his/her own objectives. Testers at Cupertino, California schools said it saved them 80% of the time usually spent in IEP preparation. The California Master can store up to 100 test files. *(This description pertains to the revised version developed in 1986.)*

CONNERS' PARENT RATING SCALE

Summary: This program measures parent's or guardian's assessment of children's behavior.

Hardware: IBM PC, 5 1/4" or 3 1/2" disk drives; Apple

Intended Users: Parents or guardians of children or adolescents

Contact(s): Multi-Health Systems

Cost: $125.00

Description: A 93-item scale measures factors including: conduct disorder, learning/immature, anxious/shy, obsessive-compulsive, psychosomatic, antisocial, restless/impulsive, and hyperactive/immature. The results are graphed with T-scores and expanded with brief interpretive statements.

CONNERS' TEACHER RATING SCALE

Summary: This program measures teacher's assessment of hyperactive children.

Hardware: IBM PC, 5 1/4" or 3 1/2" disk drives; Apple

Intended Users: Teachers of children or adolescents

Contact(s): Multi-Health Systems

Cost: $120.00

Description: This scale measures factors including: hyperactivity, conduct problems, tension anxiety, passive-unassertive, unsociable, and anti-social. The results are graphed, with T-scores and expanded with brief interpretive statements.

EATING DISORDERS INVENTORY: COMPUTER VERSION

Summary: EATING DISORDER INVENTORY (EDI) is an administration, scoring, and interpretation program for assessment of eating disorders.

Hardware: IBM PC, 128K, one disk drive; Apple II+, IIe, 64K, two disk drives

Intended Users: Professionals assessing or treating anorexia and bulimia

Contact(s): Psychological Assessment Resources

Cost: $100.00, includes 50 test administrations

Description: The EATING DISORDER INVENTORY: Computer version 2.0 is an administration, scoring, and interpretive program for the EDI developed by PAR, Inc. The interpretive report provided by this program was designed and written by Dr. David Garner, the EDI test author. The program administers and scores the EDI and produces a profile of the individual's test results, comparing the test results to both normal and patient normative groups. In addition, the program provides interpretive statements for each EDI scale. Responses to the test items may be entered directly by the client, or the clinician can enter a client's responses to the paper-and-pencil version of the test for scoring and interpretation. Data may also be saved on a data disk for future reference or research purposes. *(This description pertains to the revised version developed in 1984.)*

Note: See Section III for a review of this program.

FIRO-B

Summary: This software allows machine input and scoring of FIRO-B—measuring a person's characteristic behaviors.

Hardware: IBM PC, 256K, one floppy disk, printer; PAR also has Apple II+, IIe versions

Intended Users: High school students through adults

Contact(s): Consulting Psychologists Press
Psychological Assessment Resources (PAR)

Cost: $95.00, includes 50 uses, manual (PAR); $150.00, includes 100 client administrations, manual (CPP)

Description: This test is taken on the computer by the client in about ten minutes. Alternatively, someone can enter client's responses from the paper version of FIRO-B into the keyboard. Results are printed out in an easy-to-read interpretation. This measures a client's characteristics, relationships and behavior in the areas of inclusion, control and affection. *(This description pertains to the version developed in 1986.)*

Note: See Section III for a review of this program.

JESNESS BEHAVIOR CHECKLIST

Summary: This program measures bi-polar tendencies among adolescents.

Hardware: IBM PC, 5 1/4" or 3 1/2" disk drives

Intended Users: Students, ages 13 to 19, and teachers, counselors, therapists, rehabilitation staff

Contact(s): Consulting Psychologists Press

Cost: $160.00 (for 50 administrations)

Description: This 80-item instrument measures 14 bi-polar behavior factors. Two parallel forms include an observer and a self-appraisal form. The program calculates an average score for any number of observer forms on a given item. A narrative report includes a profile interpretation.

JESNESS INVENTORY OF ADOLESCENT PERSONALITY

Summary: This program administers, scores, and interprets the JIAP which measures asocial tendencies.

Hardware: IBM PC, 5 1/4" or 3 1/2" disk drives

Intended Users: Students, ages 13 to 19

Contact(s): Consulting Psychologists Press

Cost: $175.00 (for 50 administrations)

Description: Scales measured include: social maladjustment, withdrawal, value orientation, denial, and immaturity. A narrative report includes a profile interpretation in addition to sections on family relations, self-esteem, interpersonal relations, school/achievement, and post-release risk for young offenders.

KAUFMAN ASSESSMENT BATTERY FOR CHILDREN (K-ABC) ASSIST

Summary: This software program converts raw scores to derived scores for K-ABC, Version 1.2, which measures intelligence and achievement for children ages 2-1/2 through 12-1/2.

Hardware: Apple II+, IIc, IIe, DOS 3.3

Intended Users: School and clinical psychologists

Contact(s): AGS (American Guidance Service)

Cost: $104.50, includes software and manual

Description: The K-ABC ASSIST program generates interpretation data including standard scores, national and/or sociocultural percentile ranks, percentile intervals corresponding to the confidence intervals, age equivalents, descriptive classifications, and global scale comparisons. Computer scoring is three times as fast as the conventional scoring method. *(This description pertains to the revised version developed in 1984.)*

MCDERMOTT MULTIDIMENSIONAL ASSESSMENT OF CHILDREN (M MAC)

Summary: M MAC is a system of over 100 programs that integrates data from psychological evaluations, classifies childhood exceptionality and designs Individualized Educational Plans (IEP's).

Hardware: Apple II, II+, IIc, 48K RAM minimum, one or two disk drives, printer with 80-column capacity

Intended Users: Teachers, psychologists, and educational professionals

Contact(s): The Psychological Corp.

Cost: $200.00, includes complete starter set of seven master diskettes; provides for ten classifications and ten IEP's

Description: M MAC has two major levels, Classification and Program Design. The Classification level provides a diagnosis of exceptionality along four dimensions: general intellectual functioning, academic achievement, adaptive behavior, and social-economic adjustment. M MAC Program Design generates appropriate behavioral objectives for individualized educational planning. *(This description pertains to the revised version developed in 1985.)*

MMPI ADULT AND ADOLESCENT INTERPRETIVE SYSTEMS

Summary: These two programs provide interpretive statements for validity, clinical, and up to 100 research scales of the Minnesota Multiphasic Personality Inventory (MMPI).

Hardware: IBM PC XT, AT, 256K, two 5 1/4" or 3 1/2" disk drives; Apple II+, IIe, 64K, 80-column display, two disk drives

Intended Users: Professionals using the MMPI

Contact(s): Psychological Assessment Resources

Cost: $295.00 each, unlimited use

Description: The MMPI INTERPRETIVE SYSTEM provides a comprehensive single scale and configural interpretation of up to 100 MMPI scales including the validity and clinical scales, frequently scored research scales, Harris and Lingoes subscales, Serkownek subscales, Wiggins Content scales, and Tryon, Stein, and Chu Sluster scales.

The Interpretive System is not a scoring program. However, T-scores for each group of previously scored scales for which the user desires an interpretation are easily entered group by group using a simple procedure which allows for verification and easy error correction. A profile of the standard clinical and validity scales is printed which graphically presents T-scores. Single scale interpretive statements for all validity and clinical scales are then printed, followed (if significant) by a configural interpretation using a 2-point code classification which includes sections on problems, symptoms and personality characteristics, needs and conflicts, self-concept, interpersonal relationships, prognosis, and diagnostic possibilities based upon DSM-III diagnostic codes. Next, interpretive statements for any significant supplementary scales (organized by group) for which T-score data was entered is then printed. The Adolescent version is new for 1988 and is based on research with adolescents.

With the exception of the configural interpretive material, all output is presented as a series of separate statements referenced to a particular scale and T-score value. The output from this program is not intended to be used as a finished clinical report, but rather is designed to allow the clinician to determine the source of the interpretive statements and then integrate this with all other sources of information about the individual being evaluated. Interpretive information is based on research with adults and is derived from most of the major sources of interpretive information in the MMPI literature.

(This description pertains to the version developed in 1983. This program is enhanced regularly. The adolescent version was released in 1988.)

MMPI III SCORE AND INTERPRET

Summary:	This software scores and interprets the results of the 168-, 399-, or 566-item versions of the MMPI.
Hardware:	IBM PC or compatible with 256K and printer
Intended Users:	Clients over 13 years of age, counseling centers, community counseling agencies
Contact(s):	Weathers Reports, Inc.
Cost:	$299.95
Description:	Responses to the paper-and-pencil MMPI are keyed into the program by staff. T-score results from a prior administration of the test are used to produce an interpretative report. Note: See Section III for a review of this program.

MYERS-BRIGGS TYPE INDICATOR (MBTI)

Summary:	This software is designed for the on-screen administration and scoring of the MBTI, a measure of personality and interests based on Jung's theory of types.
Hardware:	IBM PC and compatibles, 128K, 80-column printer
Intended Users:	Counseling centers, guidance offices, clinical settings
Contact(s):	Consulting Psychologist Press CTB/McGraw-Hill
Cost:	$200.00, diskette contains 100 administrations of forms F, G, or AV, user's guide, case
Description:	The user decides which form (F, G, or AV 50-item short form) to take, begins with a short tutorial and then proceeds to take the test on the computer. On-screen directions and the tutorial enable the user to complete the MBTI without supervision, with the use of only four keys. The three forms—the long, traditional , and the short forms--are available, along with a report for each. Four bi-polar scales are provided that can be reduced to the familiar four-letter code of "type." Descriptions of sixteen possible types are useful in self-exploration and are non-threatening. Note: See Section III for a review of this program.

NEO PERSONALITY INVENTORY: COMPUTER VERSION

Summary: This is an administration, scoring, and interpretation program for assessment of personality.

Hardware: IBM PC, 128K, one disk drive; Apple II+, IIe, 64K, 80-column printer, two disk drives

Intended Users: Professionals using the NEO PERSONALITY INVENTORY

Contact(s): Psychological Assessment Resources

Cost: $95.00, includes 25 test administrations

Description: This is an administration, scoring, and interpretive program for the NEO PERSONALITY INVENTORY. The interpretive report was designed by Paul T. Costa, Jr., Ph.D. and Robert R. McCrae, Ph.D., authors of the NEO PERSONALITY INVENTORY. The program administers Form S or Form R of the inventory, calculates raw and T-scores for the 5 domain and 18 facet scales, profiles the results, and provides an interpretive report. In addition, users may enter either item responses or scale scores from inventories administered in paper and pencil form. The interpretive report provides an analysis of personality based on both the domain and facet scales. It also includes a narrative which addresses stability of personality configuration, response to stress, somatization, vocational interests, and personality traits. Test results may be saved on a data disk for future reference and research purposes. *(This description pertains to the version developed in 1985.)*

PARENTING SKILLS INVENTORY

Summary: This instrument is designed to improve seven parenting skill areas.

Hardware: IBM PC or compatible with 256K and one disk drive

Intended Users: Schools, agencies, or private practice dealing with married or single parents

Contact(s): Parenting Plus

Cost: $175.00

Description: The skills explored are: expectations, communications, rapport, role image, role support, objectivity, and limit setting. The report generates raw and normative profile scores for the seven scales, and an evaluative statement and discussion regarding the respondent's "skills score" on each scale.

Note: See Section III for a review of this program.

PERSONALITY PROFILE

Summary: Students can determine their own personality dynamics with the self-analysis provided by this program.

Hardware: Apple II, IIe, 48K; IBM PC, 64K; Commodore 64

Intended Users: Junior high or high school students

Contact(s): Cambridge Career Products
Career Aids, Inc.
Psychological Psoftware

Cost:	$39.50
Description:	Tutorials help students understand personality growth and development as they learn about their personal characteristics. This knowledge can then be applied to help students gain a better understanding of themselves and others.

PERSONAL PROBLEMS CHECKLIST—ADOLESCENT: COMPUTER VERSION

Summary:	This software is an administration and reporting program for a comprehensive survey of adolescent problems and concerns.
Hardware:	IBM PC, 128K, one disk drive; Apple II+, IIe, 64K, 80-column, two disk drives
Intended Users:	Educators, counselors, psychologists
Contact(s):	Psychological Assessment Resources
Cost:	$50.00, includes 100 checklist administrations
Description:	The computer versions of these checklists administer the checklist items directly to the client at the keyboard. The programs collate item responses and provide a report which includes calculation of the number of items endorsed in each domain, and the total number of endorsed items. Checklist data can be saved on data disks for future reference or research. *(This description pertains to the version developed in 1985.)*

PERSONAL PROBLEMS CHECKLIST—ADULT: COMPUTER VERSION

Summary:	This software is an administration and reporting program for a comprehensive survey of client problems and concerns.
Hardware:	IBM PC, 128K, one disk drive; Apple II+, IIe, 64K, 80-column, two disk drives
Intended Users:	Educators, counselors, psychologists
Contact(s):	Psychological Assessment Resources
Cost:	$50.00, includes 100 checklist administrations
Description:	The computer versions of these popular checklists administer the checklist items directly to the client at the keyboard. In addition to providing important information on the client's concerns and problems, these programs serve as a non-threatening introduction to computer-based testing. The programs collate item responses and provide a report which includes calculation of the number of items endorsed in rank order by domain, and the total number of endorsed items. Checklist data can be saved on data disks for future reference or research. *(This description pertains to the version developed in 1984.)*

PROFESSIONAL PERSONALITY INVENTORY

Summary:	This program administers and scores a test that evaluates a client's personality.
Hardware:	Apple; IBM PC
Intended Users:	Clients of qualified professionals such as counselors and psychologists
Contact(s):	Psychological Psoftware
Cost:	$200.00
Description:	This test evaluates normal adult personality along 30 factors. The resulting interpretive report includes a narrative and charted display of scores, giving a foundation for clinical diagnosis and treatment. In diagnostic and therapeutic settings, psychologists can use this for measures of anxiety, depression, passivity, and other behavioral trends. It can be used in industry and business for placement of personnel in light of job related demands. It can aid counselors and school psychologists in understanding the student and identifying problem areas. The test is in three parts, each with 100 questions. Testing time is one to two hours.

REPORT WRITER: ADULTS' INTELLECTUAL, ACHIEVEMENT, AND NEUROPSYCHOLOGICAL TESTS

Summary:	This program generates an interpretive report for WAIS-R, WRAT, WRAT-R, Stroop Color and Word Test, Benton Visual Retention Test (BVRT), Purdue Pegboard Test, Trail Making Test, Woodcock-Johnson Achievement Test, Stanford-Binet Intelligence Scale, and others.
Hardware:	IBM PC XT, AT, 128K, 5 1/4 or 3 1/2 inch disks drives; Apple II+, IIc, IIe, 64K, 80-column display, two disk drives
Intended Users:	Educators and psychologists
Contact(s):	Psychological Assessment Resources
Cost:	$495.00—unlimited use
Description:	This adult version of REPORT WRITER is a comprehensive interpretation system which provides an interpretive report for the following tests: WAIS-R, Stanford-Binet Intelligence Scale, WRAT, WRAT-R, Stroop Color and Word Test, Trail Making Test, Benton Visual Retention Test, Purdue Pegboard Test, Aphasia Screening Signs, and the Symbol Digit Modalities Test. This adult version of REPORT WRITER is used essentially like the children's version and contains all of the major, state-of-the-art features including ease of use and the ability to revise and edit reports. *(This description pertains to the revised version developed in 1985.)*

REPORT WRITER: CHILDREN'S INTELLECTUAL AND ACHIEVEMENT TESTS

Summary: This software program generates an interpretive report for results from WPPSI, Stanford-Binet, WISC-R, WRAT, K-ABC, and PIAT. The IBM version also will interpret WRAT-R and the Kaufman Test of Educational Achievement.

Hardware: IBM PC XT, AT, 256K, two 5 1/4" or 3 1/2" disk drives; Apple II+, IIe, 64K, 80-column display, two disk drives; a word processing program that reads ASCII is recommended

Intended Users: Educators and psychologists

Contact(s): Psychological Assessment Resources

Cost: $495.00—unlimited use

Description: This psycho-educational interpretive software provides comprehensive interpretation of the above tests. Using REPORT WRITER, the practitioner can generate professional quality reports usually in less than fifteen minutes. Following the standard administration and scoring of any of the above tests, the practitioner enters some brief demographic data, the standard test scores for one or more tests, and behavioral observations obtained during testing (optional). REPORT WRITER generates a report, storing it on a data disk. The practitioner then has the option of printing the unedited report or using a word processor to edit the report. The report produced by REPORT WRITER contains behavioral observations, formatted test scores, several types of score combinations, statements regarding statistical significance, possible explanations and consensus, and educational recommendations. The output generated by REPORT WRITER is designed to make test results understandable to a wide range of readers including clinicians, teachers, and parents. This report can be edited and revised by the practitioner to incorporate any additional comments and interpretations, or any additional specific recommendations. *(This description pertains to the revised version developed in 1984.)*

RORSCHACH DATA SUMMARY AND NARRATIVE REPORT

Summary: This software provides automated scoring and interpretation of the Rorschach Inkblot Test.

Hardware: IBM PC and compatibles; Apple II+, IIc, IIe

Intended Users: Psychologists

Contact(s): Psychologistics, Inc

Cost: $295.00, includes unlimited use diskette

Description: The RORSCHACH REPORT is designed to provide scoring and interpretation of the Rorschach Inkblot Test, utilizing Exner's (1974, 1976, 1982) comprehensive system for scoring and interpretive logic. Based upon user-entered summary values, the program calculates all major summary scores used in the Exner system and prints a data summary incorporating the information typically found in a structural summary.

Additionally, the program generates a comprehensive narrative report. The report evaluates the results with respect to the individual's perceptual monitoring style and cognitive organization, affective processes, reality testing, stress tolerance, impulse control, and self-esteem. The narrative report may be printed out or written to a text file. *(This description pertains to the version developed in 1985.)*

STANFORD-BINET COMPUTER REPORT

Summary: This program generates a comprehensive psychological report based on a student's performance on the Stanford-Binet Intelligence Scale (1973).

Hardware: TRS-80 Models III, IV, two disk drives; IBM PC; Apple II series

Intended Users: Teachers, counselors, and mental health professionals

Contact(s): Southern Micro Systems

Cost: $295.00

Description: STANFORD-BINET COMPUTER REPORT generates a five-page comprehensive psychological report based on the student's performance on the Stanford-Binet Intelligence Scale (S-B Form L-M). A profile chart listing the items which the client passed indicates strengths and weaknesses. Educational suggestions are offered for each area of weakness to assist the professional who is working with the client.

WAIS-RITER `BASIC' AND WISC-RITER `BASIC'

Summary: These are software programs that will provide a comprehensive client interpretation of the WAIS-R or WISC-R in less than three minutes.

Hardware: Apple IIc, IIe; IBM PC and compatibles; two drives, printer

Intended Users: Psychologists, mental health personnel

Contact(s): Southern Micro Systems

Cost: $199.00, includes two disks (one DOS 3.3, one ProDOS), manual, and documentation for each; licensing available

Description: The psychologist enters the subtest scores, VIQ, PIQ, and FSIQ, and/or achievement test scores. The program calculates and compares the scaled scores and provides the professional with information to facilitate report writing and recommendations. It can be edited by the user with a word processing program for an individualized report. The usual report is three to four pages of interpretive statements.

WAIS-RITER `COMPLETE'

Summary: This program can save a psychologist hours of valuable time interpreting test scores.

Hardware: Apple IIc, IIe; IBM PC; two drives, printer

Intended Users: Psychologists, vocational evaluators, mental health personnel

Contact(s): Southern Micro Systems

Cost: $495.00, includes manual, two disks (one DOS 3.3, one ProDOS), and teacher's guide; licensing available

Description: WAIS-RITER `COMPLETE' provides the psychologist with a comprehensive client interpretation in less than five minutes. All report content can be edited by the user. The clinician can use any word processor to add clinical observations, etc. for an individualized report. The program is designed to facilitate interpretation of the WECHSLER ADULT INTELLIGENCE SCALE-REVISED. An individualized report will be generated after entering the subtests scores, the VIQ, PIQ, and FSIQ, plus optional achievement test scores. The report includes six pages of research-backed interpretations, covering levels, strengths and weaknesses, and comparisons with profiles suggesting possible brain damage, schizophrenia, emotional disturbance, and behavioral disorders. *(This description pertains to the revised version developed in 1986.)*

WAIS-R REPORT

Summary: This program provides comprehensive scoring and interpretation of the WECHSLER ADULT INTELLIGENCE SCALE-REVISED.

Hardware: Version 3 for IBM PC and compatibles and Apple II series; Version 2 for Macintosh

Intended Users: Psychologists, counselors

Contact(s): Psychologistics, Inc.

Cost: IBM and Apple, $250.00; Macintosh, $200.00

Description: In this updated program, derived scores are automatically calculated, based on user-entered subtest Scaled Scores and IQ scores. The narrative report summarizes the demographic data and test scores, prints a detailed description of the examinee and test behavior, presents the principal implications of the IQ scores, evaluates subtest patterns and groupings, identifies cognitive and intellectual strengths and weaknesses, compares the examinee's performance with that of same-age peers, and summarizes implications. In addition to behavioral observations (checklist provided), Version 3 allows entry of special characteristics of the examinee and the examinee's situation. Interpretive logic is similar to that of Kaufman (1979) and Sattler (1982). The report may be printed out or written to text file (for modification with a word processor). *(This description pertains to the revised version developed in 1984.)*

WISC-RITER `COMPLETE'

Summary: This software helps psychologists write WISC reports.

Hardware: Apple IIc, IIe; IBM PC; two drives, printer

Intended Users: Psychologists, mental health professionals

Contact(s): Southern Micro Systems

Cost: $495.00, includes manual, two disks (one DOS 3.3, one ProDOS), and teacher's guide; licensing available

Description: WISC-RITER `COMPLETE' allows complete editing of the comprehensive, psychological report based on a student's performance on the WISC-R. The user can personalize this computer-assisted report with any word processor by adding clinical observations or any interpretive statements necessary for an individualized report. The six-page report includes educational recommendations. The program includes a 30-page resource book, filled with remediation and material suggestions to help meet student needs. The report is generated in 3-5 minutes after entering WISC-R subtests scores, VIQ, PIQ, FSIQ, GE scores, or an achievement test. *(This description pertains to the revised version developed in 1986.)*

Note: See Section III for a review of this program.

WISC-R REPORT

Summary: This software provides comprehensive scoring and interpretation of the WECHSLER INTELLIGENCE SCALE FOR CHILDREN-REVISED.

Hardware: Version 3 for IBM PC and compatibles and Apple; Version 2 for Macintosh

Intended Users: Child psychologists, school psychologists

Contact(s): Psychologistics, Inc

Cost: Apple/IBM—$250.00; Macintosh—$200.00, includes unlimited use diskette

Description: Scoring and interpretation of the WECHSLER INTELLIGENCE SCALE FOR CHILDREN-REVISED is based on user-entered subtest Scaled Scores and IQ scores. It automatically calculates three pages of the most-needed derived scores. The narrative section summarizes demographic data and test scores, gives details of the child's test behavior, presents principal implications of the IQ and factor scores, evaluates subtest patterns and groupings, identifies cognitive/intellectual strengths and weaknesses with respect to level of performance, compares the child's performance with that of same-age peers, and summarizes the implications. In addition to optional behavioral observations, (checklist provided), the program allows entry of special characteristics of the child and situation. Interpretative logic used is similar in principle to that of Kaufman (1979) and Sattler (1982). The report can be printed out and/or written to a text file (for revision with a word processor). *(This description pertains to the revised version developed in 1984.)*

WPPSI REPORT, VERSION 2

Summary: This program provides automated interpretation of the WECHSLER PRE-SCHOOL AND PRIMARY SCALE OF INTELLIGENCE.

Hardware: IBM PC and compatibles; Apple II+, IIc, IIe

Intended Users: School psychologists, counselors

Contact(s): Psychologistics, Inc.

Cost: $250.00, includes unlimited use diskette

Description: This program provides automated interpretation of the WECHSLER PRE-SCHOOL AND PRIMARY SCALE OF INTELLIGENCE, including relevant demographic data, scaled scores, and optional behavioral observations (checklist provided). The report summarizes the demographic information and the subtest scaled scores. Average scores and score differences are also provided, as well as classification ranges and significance levels. The narrative section consists of four subsections, including: (1) a summary of demographic information and scores, (2) a description of child and test behavior, (3) a description of test results and their meaning, estimated levels of potential academic functioning, variability, relative strengths and weaknesses, and (4) a delineation of implications of those findings. Specific recommendations are made regarding further evaluation. Reports can be printed out and/or written to text file on a second drive (for modification with a word processor). *(This description pertains to the revised version developed in 1983.)*

CASSIP—COMPUTER ASSISTED STUDY SKILLS IMPROVEMENT PROGRAM

Summary: CASSIP is a computer-presented college preparation program to improve study skills (behavior) and academic attitudes (motivation) and thus raise scholastic achievement.

Hardware: Apple II+, IIc, IIe; IBM PC, XT, PCjr.

Intended Users: College students and college-bound high school seniors

Contact(s): WFB Enterprises

Cost: $1,000.00, includes Study Skills Modules: ten 5 1/4" disks plus ten 5 1/4" back-up disks; Study Skills Tests: one 5 1/4" disk plus one 5 1/4" back-up disk; Study Skills Notebook: 50 copies; manual. The Study Skills Modules are available separately, ten disks and manual for $550.00. Study Skills Tests can be purchased (one disk and manual) for $200.00

Description: This program may be used as a credit or non-credit course, as a counseling support program, or as a drop-in self-guided activity. The ten Study Skills Modules provide interactive instruction on Managing Time, Improving Memory, Taking Lecture Notes, Reading Textbooks, Writing Themes and Reports, Making Oral Reports, Improving Scholastic Motivation, Improving Interpersonal Relations and Improving Concentration. The Study Skills Notebook provides questions to guide note taking activity as students proceed through the ten disks. Student understanding of the computer-presented concepts and methods is evaluated by the Study Skills Tests which provide a total score and ten subscores. The modules, notebook and tests are fully correlated with each other. *(This description pertains to the revised version developed in 1988.)*

COPING WITH TESTS

Summary: This test anxiety intervention software teaches students how to do their best on tests.

Hardware: IBM PC; Apple II series

Intended Users: High school and college students

Contact(s): Consulting Psychologists Press

Cost: $50.00 (student version); $150.00 (counseling center version)

Description: This program has four modules: an interactive "Testing Anxiety Inventory,""Relaxation Training" (with audio tape), "How to Focus Attention," and "Positive Imagery." It briefly tests the level of anxiety and reports the information in the form of a percentile rank and description of the score. It offers four different strategies to attack the problem: systematic desensitization, relaxation training, concentration training, and success rehearsal. *(This description pertains to the version developed in 1986.)*

Note: See Section III for a review of this program.

PREPARING FOR APTITUDE TESTS

Summary: This is a program to teach test-taking strategies and provide practice in answering questions posed in aptitude tests.

Hardware: Apple; Atari (with joystick); Commodore 64

Intended Users: High school students

Contact(s): Program Design International
EISI

Cost: $69.95

Description: This software helps students gain an understanding of the principles behind test problems and how to increase their scores. The program contains:

- Taking Aptitude Tests—a program that demonstrates what to expect and not expect from the SAT
- Making The Grade—a valuable guide to the world of test-making and test-taking which includes strategies for many types of tests
- A Course Book—which complements the computer programs
- Vocabulary Builders—two courses that help develop verbal skills
- Analogies—examples of many types of analogies and how to find their "keys"
- Number Series—theory and practice in supplying the missing numbers
- Quantitative Comparisons—a review of mathematics from elementary arithmetic through algebra and plane geometry
- One voice cassette

REMEMBER!

Summary: This program provides a flexible learning tool to help develop memory. One disk helps students learn SAT vocabulary.

Hardware: Apple II series; Commodore 64; IBM PC, PCjr., joystick and printer optional

Intended Users: High school students

Contact(s): Design Ware, Inc.

Cost: $79.95, includes basic program; $19.95 for SAT vocabulary disk

Description: This program uses proven study methods to help users remember information and relationships. Students can use it for almost all subjects. It lets the user organize words, definitions, lists and explanations and provides hints for study, practice and tests. It includes special character sets for studying French, German, Spanish, and Italian, as well as symbols for math and science. French and Spanish vocabulary disks are also available for $19.95 each.

TEST TAKER'S EDGE

Summary: This program offers memory-building strategies and practice tests to build students' test-taking power.

Hardware: Apple II, 64K; IBM PC, PCjr.

Intended Users: Grade 6 through adult

Contact(s): Sunburst

Cost: $75.00, includes one program disk, backup, teacher's guide, and one study disk; additional study disk, $15.00

Description: Pupils get hints about memory and learning with the goal being to relieve their test-taking anxiety. Practice tests are provided with matching, true/false, fill in the blank, or multiple-choice type questions. An Editor option allows teachers and students to create their own study lists on a disk. Purchasers can choose either a Vocabulary or Social Studies Study Disk.

BASIC SKILLS/GED SERIES FOR OLDER STUDENTS AND ADULTS

Summary: This series includes diagnostic, remedial and mastery tests and lessons in vocational survival. Upgrading areas covered include reading, language arts, math, science and citizenship.

Hardware: Apple series

Intended Users: Junior high school students through adults, remedial or enrichment

Contact(s): Mind Training Systems

Cost: $150.00 for three disks-diagnostic tests; $150.00 each for remedial tests in English and math; 12 Mastery test disks, $600.00; 28 instructional disks, $1,400.00; all = $2,450.00 (includes teacher's manual, answer key, 33 student workbooks)

Description: The program includes diagnostic tests in five subject areas. A 70% score or less indicates a need for remedial lessons. The student works at his/her own rate through short lessons, advancing from simple to more advanced material. The student remains involved by answering questions at frequent intervals. *(This description pertains to the revised version developed in October, 1985.)*

COMPUTER STUDY PROGRAM FOR HIGH SCHOOL PROFICIENCY TESTS

Summary: This software includes three programs that provide detailed review in preparation for high school and junior high school proficiency tests in mathematics, writing, and reading.

Hardware: Apple II+, IIc, IIe

Intended Users: Junior high and high school students

Contact(s): Instructivision, Inc.
Ready Reference Press

Cost: $79.95 per area, each with five disks (Instructivision, Inc.)
$129.50 per area, each with five disks (Ready Reference Press)

Description: The program consists of two full-length tests (93 questions) that may be taken in one of two modes: (1) a tutorial mode that provides immediate feedback including explanations and test-taking strategies, and (2) a test mode in which answers are revealed only when the student completes the test. Each student receives an analysis of his or her performance. Skill-builders for each principal subdivision of the test strengthen the student's ability to handle similar questions in the future. *(This description pertains to the revised version developed in January, 1986.)*

GED TEST PREPARATION SERIES

Summary: This package offers preparation for the high school equivalency diploma, offered after passing the GED test.

Hardware: Apple II

Intended Users: Adult education students

Contact(s): Krell Software

Cost: $199.95, includes over 15 disks; five individual topics available for $49.95 each

Description: This package contains drills and simulated testing for all areas examined in the test of General Education Development: writing, social studies, reading skills, mathematics, and science. After testing, the student may obtain solutions and detailed explanations. The program will drill automatically on the skills most needing improvement. *(This description pertains to the revised version developed in 1987.)*

SCORING HIGHER ON GRADE K-9 ACHIEVEMENT TESTS

Summary: This program offers test preparation for the California Achievement Test, the Comprehensive Test of Basic Skills, the Iowa Test of Basic Skills, the Metropolitan Achievement Test, and the Stanford Achievement Test.

Hardware: Apple II series

Intended Users: Classroom teachers

Contact(s): Krell Software

Cost: $49.95 for each grade

Description: This package provides full math and verbal preparation for elementary and junior high achievement tests. There are approximately 25 disk sides per grade level set. Practice questions are identical in format to the actual tests. There is a matched set of disks for each standardized exam. Programs cover language, usage, spelling, vocabulary, and other skills tested. *(This description pertains to the revised version developed in 1987.)*

ACT TEST PREPARATION SERIES

Summary: This software contains computerized test preparation for all aspects of the American College Testing (ACT) test.

Hardware: Apple II, IIc, IIe; IBM PC; Commodore 64; TRS-80 Model III, IV

Intended Users: High school students applying to colleges requiring the ACT

Contact(s): Krell Software

Cost: $300.00, includes 11 disks; site licenses available to districts for $500.00+

Description: This program is a tutorial for all aspects of the ACT. It includes a self-customized diagnostic feature. District site license allows duplicating disks so one is available for every student for independent study. Math, verbal, social science, and natural science are covered. Features are: customized individual study plans, unlimited drill and focused practice, simulation of ACT questions in format and difficulty level, instant answers and scores, and detailed explanations of solutions. *(This description pertains to the version developed in 1985.)*

ADVANCED SAT/GRE VOCABULARY

Summary: This is a program to improve the vocabulary skills of high aptitude students wishing success on the SAT or GRE.

Hardware: Apple II

Intended Users: High school and college students

Contact(s): Intellectual Software

Cost: $59.95, includes three disks

Description: The program is composed of an Antonyms disk, an Analogies disk and a Bonus Pack. The Antonyms disk contains 10 developmental lessons and three diagnostic tests. The Analogies disk has five analogies lessons and three diagnostic tests. The Bonus Pack has four pre-entered lessons and room for two antonyms and two analogies lessons that the teacher can enter. There are 1500 word definitions in the kit, pre-tests, post-tests, contextual sentences, word-analysis learning techniques and a review of test-taking strategies.

AMERICAN HISTORY ACHIEVEMENT SERIES

Summary: This series provides practice for the College Entrance Examination Board's American History Achievement Exam.

Hardware: Apple II+, IIc, IIe

Intended Users: Students taking the CEEB Achievement Tests

Contact(s): Mindscape Inc./Microcomputer Workshops

Cost: $175.00, includes four disks with backups and teacher guides

Description: Designed to provide intensive review and practice for the College Entrance Examination Board's American History Achievement Exam, each disk contains over 1700 problems and is divided into five critical areas of study: Intellectual History, Economic History, Foreign Policy, Political History, and Social History. All wrong answers are explained fully. There is an option to print a hard copy of randomly generated tests. Complete error analysis and approximate achievement score is given after each batch of questions. *(This description pertains to the version developed in 1985-86.)*

ANALOGIES ANALYSIS

Summary: This program describes and provides practice in handling analogies for college entrance exams.

Hardware: Apple; Atari; Commodore 64

Intended Users: High school students

Contact(s): Program Design International

Cost: $34.95, includes one disk

Description: This course defines and describes the common types of analogies. The six programs teach a method for analyzing analogies and provide practice in handling all types of analogies. The final lesson tests abilities.

ANALOGIES COLLEGE BOUND

Summary: This is a program to prepare students for the difficult analogy questions on college entrance tests.

Hardware: Apple II series

Intended Users: 11th and 12th grade students

Contact(s): EISI
Hartley Courseware, Inc.

Cost: $39.95 (Apple) for two disks, pre/post tests, teacher's guide
$49.95 (IBM) for one disk, backup, pre/post tests, teacher's guide

Description: This program contains advanced and difficult vocabulary, analogies, hints to identify relationships, complete record keeping, modifiable content, and pre- and post-tests for placement or evaluation.

BARRON'S COMPUTER SAT STUDY PROGRAM

Summary: This unit combines computer software with Barron's well-known SAT study guides to give students an advantage on the Scholastic Aptitude Test.

Hardware: Apple II, 48K

Intended Users: High school students

Contact(s): Cambridge Career Products
Career Aids, Inc.
Opportunities for Learning, Inc.

Cost: $89.95 (Cambridge); $49.95 (Career Aids and Opportunities for Learning)

Description: The computer provides instant feedback, evaluating student performance based on model exams. The program can prescribe an SAT study plan based on individual needs. Included are three disks, Barron's 706-page text *How to Prepare for College Entrance Examinations*, a 304-page math workbook, a 144-page verbal workbook, and a user's manual.

BIOLOGY ACHIEVEMENT I: CELLS AND TISSUES
BIOLOGY ACHIEVEMENT II: REPRODUCTION AND DEVELOPMENT

Summary: This series provides practice for the College Entrance Examination Board's Biology Achievement Exam.

Hardware: Apple II+, IIc, IIe

Intended Users: Students taking the CEEB Achievement Tests

Contact(s): Mindscape Inc./Microcomputer Workshops

Cost: $49.95 per achievement; includes one disk with backup and teacher guide

Description: This series is designed to provide intensive review and practice for the College Entrance Examination Board's Biology Achievement Exam. Disk I covers Cells and Tissues and is subdivided into twelve categories: Plant Tissues, Instrumentation, Cellular Transport, Photosynthesis, Nutrients, Biochemistry, Respiration & Photosynthesis, Enzymes, Animal Tissues, Cell Organelles, Proteins, and Aerobic and Anaerobic Respiration. There are over 10,000 problems. There is an option to print hard copy randomly-generated tests. Complete error analysis and approximate achievement score is given after each batch of questions. Disk II covers Reproduction and Development and includes such topics as mitosis and asexual reproduction and meiosis and sexual reproduction in plants. It contains over 10,000 problems. It has the option to print hard copy randomly-generated tests. There is a complete error analysis and an approximate achievement score is given after each batch of questions. *(This description pertains to the version developed in 1985-86.)*

CHEMISTRY ACHIEVEMENT I: MATHEMATICS OF CHEMISTRY

Summary: This program provides review and instruction in three areas found in the CEEB Chemistry Achievement Test.

Hardware: Apple, 48K

Intended Users: High school students

Contact(s): Mindscape/Microcomputer Workshops Courseware

Cost: $49.95

Description: This software will give students a chance to practice in three areas: the mole, stoichiometry, and solutions. Questions are presented in varied formats, and the student may choose any category of problem—or all categories. Each of the 1000 problems includes a hint option as well as a full explanation of the answer. After finishing each set of problems, the student sees an analysis of his/her strengths and weaknesses. An approximate CEEB score can be given.

COLLEGE BOARD SAT EXAM PREPARATION SERIES

Summary: Diagnosing weaknesses and improving performance are covered by this SAT preparation program.

Hardware: Apple II series; Atari series; Commodore 64; TRS-80; Tandy; IBM PC and compatibles; Kaypro

Intended Users: College-bound high school students

Contact(s): Cambridge Career Products
EISI
Krell
Opportunities for Learning, Inc. (no Atari or Commodore)

Cost: $299.95, includes 6-8 disks; district site license available for $500.00+

Description: After the user's skills have been diagnosed, more than 67 programs provide drills and practice. Performance is assessed while the student is learning, analyzing errors and customizing a program to improve performance. Features include 17 math programs, 22 verbal programs, 28 English programs, and randomized problem presentation. *(This description pertains to the version developed in 1985.)*

COLLEGE ENTRANCE EXAM PREPARATION (CEEP)

Summary: The COLLEGE ENTRANCE EXAMINATION PREPARATION (CEEP) provides the individualized training needed to help students prepare for college entrance examinations, particularly the SAT and similar achievement and aptitude tests.

Hardware: Apple II, 3.2 or 3.3 DOS, 48K, disk drive, printer desirable

Intended Users: High school students

Contact(s): Jostens Learning Systems, Inc.

Cost: Verbal Skills Series (5 disks) $200.00; Verbal Strategies Series (4 disks) $160.00; Mathematics Skills Series (3 disks) $120.00; complete 12-disks series for CORVUS users—$1,995.00; prices subject to change

Description: CEEP contains a total of 56 instructional modules on 12 diskettes organized according to the major test categories. Adding to the extensiveness of the CEEP series is its capacity to present many of the 56 modules in any one of three different modes:

The test mode simulates test conditions and provides an overall evaluation of student performance. Scoring includes speed of response as well as correctness and itemized questions requiring further study.

The lesson mode includes helpful hints and explanations of questions as well as simple "right" and "wrong" reinforcement of student response.

The information mode provides the student with a wealth of background information on correct responses as well as information about distractors.

The CEEP series includes a management system tailored to the most effective use by students, teachers, and counselors. It will maintain, present for immediate review, and print out hard copy records of up to 85 students on each disk or approximately 1,020 for the entire 12-disk series.

COMPUTER ACT PREPARATION

Summary: This program provides drill and practice to improve ACT scores.

Hardware: IBM PC; Apple II series

Intended Users: College-bound high school students

Contact(s): EISI

Cost: $89.95

Description: Drill sections are designed to improve reading comprehension and develop test-taking skills. The package contains three disks, a 480-page textbook and a user's manual including both a verbal and a math section.

COMPUTER PREPARATION SAT

Summary: COMPUTER PREPARATION SAT is an SAT test preparation program combining a comprehensive textbook with an interactive computer program.

Hardware: Apple II; IBM PC

Intended Users: High school students

Contact(s): EISI

Cost: $39.95, includes disks, 430-page textbook, user's guide

Description: Four complete practice tests can be timed, scored and results diagnosed. A personalized software-generated study plan guides students to needed areas of study. There are 1000 vocabulary "flash cards" and 540 drill items included in the system. Features include:

- Increases knowledge in all areas,
- Scores automatically,
- Diagnoses student strength and weaknesses,
- Prescribes individualized study and review,
- Provides explanatory strategies, and
- Improves test-taking skills.

ENGLISH ACHIEVEMENT SERIES

Summary: This series of five disks provides practice for the College Entrance Examination Board's English Achievement Exam.

Hardware: Apple II+, IIc, IIe; IBM PC, PCjr.; Tandy 1000

Intended Users: Students taking the CEEB Achievement Tests

Contact(s): Mindscape/Microcomputer Workshops

Cost: $175.00, includes five disks with backups and teacher guides; disks are available individually for $39.95 each

Description: This program is designed as a grammar practice for the College Entrance Examination Board's English Achievement Exam. Questions using the different formats used on the test are randomly brought up in batches of sixteen. A correct rewrite with explanation is given for all questions. Complete error analysis and approximate achievement score is given after each batch of questions. Each disk presents a different exam format. *(This description pertains to the version developed in 1982-83.)*

ENGLISH SAT

Summary: This program provides aid to students taking the verbal section of the SAT.

Hardware: Apple II, IIe, 64K; IBM PC, 64K

Intended Users: High school students

Contact(s): Career Aids, Inc.

Cost: $39.95

Description: By providing explanations of all the answer choices for the 160 questions, the program helps students learn the reasoning behind each choice. It includes analogies, antonyms, sentence completions, and English grammar.

FRENCH ACHIEVEMENT SERIES

Summary: This series provides practice for the College Entrance Examination Board's French Achievement Exam.

Hardware: Apple II+, IIc, IIe; IBM PC, PCjr.; Tandy 1000

Intended Users: Students taking the CEEB Achievement Tests

Contact(s): Mindscape Inc./Microcomputer Workshops

Cost: $135.00, includes three disks with backups and three teacher guides

Description: Designed as a vocabulary and grammar practice for the College Entrance Examination Board's French Achievement Exam, this series uses a full French character set. It contains vocabulary format and two grammar format disks. Programs contain problems with options, explanations and translations of each option. The vocabulary disk contains a dictionary of 600 French words. Complete error analysis and approximate achievement score is given after each batch of questions. *(This description pertains to the version developed in 1983-84.)*

GERMAN ACHIEVEMENT I

Summary: This program provides practice for the College Entrance Examination Board's German Achievement Exam.

Hardware: Apple II+, IIc, IIe

Intended Users: Students taking the CEEB Achievement Tests

Contact(s): Mindscape Inc./Microcomputer Workshops

Cost: $49.95, includes one disk with backup and teacher guide

Description: Designed as a vocabulary practice for the College Entrance Examination Board's German Achievement Exam, this program uses a full German character set. Programs contain three levels of drill: beginning, intermediate and advanced, with options, explanations and translations of each option at each level. There is a vocabulary disk containing a dictionary of 960 German words. Complete error analysis and approximate achievement score is given after each batch of questions.

IMPROVING COLLEGE ADMISSION TEST SCORES

Summary: This program provides an aid for college-bound students to improve their math, verbal and test taking skills.

Hardware: Apple, TRS, IBM with 48K or more

Intended Users: High school and community college students, agency/community counseling, libraries, private counseling practices

Contact(s): National Association of Secondary School Principals (NASSP)

Cost: $175.00

Description: The academic tests provided match the level of difficulty found on the SAT, and are self-pacing. The Math Series includes multiple-choice and quantitative comparison questions. The Verbal Series presents five areas of cognitive skill development.

Note: See Section III for a review of this program.

MASTERING THE ECAT: ENGLISH COMPOSITION

Summary: This is a test preparation and review program for the ECAT, the English Composition Achievement Test.

Hardware: TRS-80 Model III, 48K

Intended Users: Grades 11 and 12

Contact(s): CBS Software

Cost: $99.95

Description: This software allows students to review the fundamentals of Standard Written English at their own pace in order to prepare for the College Board Achievement Tests.

MASTERING THE SAT/ACT/GRE

Summary: Developed in conjunction with the NASSP, these programs are designed to focus on the specific needs of a student and to develop the experience and confidence needed for taking the SAT, ACT, or GRE.

Hardware: Apple II, 48K; IBM PC, PCjr., 64K; Commodore 64

Intended Users: Students expecting to take these assessment tests

Contact(s): Cambridge Career Products
Career Aids, Inc.
EISI
Mindscape, Inc.
Opportunities for Learning, Inc.

Cost: $99.95 - $109.95, SAT; $79.95 - $109.95, ACT (Cambridge and EISI only); $109.95 - $150.00, GRE; prices dependent on computer, company, and inclusion of backup disks

Description: SAT: A full-length pre-test determines the student's weaknesses, and problems covering those specific areas are randomly generated. Subject areas include math, verbal skills, and standard written English. A post-test evaluates the student's progress. The review sections include a built-in "constructed response analysis" that offers hints for arriving at solutions and strategies for test taking. Includes four disks.

ACT: Covers all aspects of assessment: English, math, social studies, and natural sciences. Post-test gauges student's progress and targets problem areas. Includes six disks.

GRE: Self-paced review and instruction. Covers all three aspects of the Graduate Record Exam: verbal, quantitative, and analytical. Problem areas are identified.

MATHWISE

Summary: MATHWISE is designed to improve math reasoning skills in preparation for college entrance exams.

Hardware: Apple; Atari (with joystick); Commodore 64

Intended Users: High school students

Contact(s): Program Design International

Cost: $34.95, includes one disk

Description: "Number Series" generates number series problems for the student to solve. Problems are generated at random so that the program can be used again and again. "Quantitative Comparisons" gives the student practice determining which of two mathematical expressions is larger. Knowledge of basic arithmetic, algebra and geometry comes into play. "The Equation Machine" generates, at random, algebraic equations for the student to solve. Step-by-step solutions are included.

NASSP ACT TEST PREPARATION FOR MICROCOMPUTERS

Summary: The program includes two full-length ACT practice tests that may be taken in either test or tutorial modes.

Hardware: Apple II+, IIc, IIe, 48K; Tandy; IBM

Intended Users: High school students

Contact(s): National Association of Secondary School Principals

Cost: $95.00, includes a set of five disks for each of the content areas (math, science, social studies, and English); $320.00, includes a complete set of twenty disks

Description: Each subject area consists of two full-length simulated tests that may be taken in one of two modes: (1) a tutorial mode that provides immediate feedback including explanations, test-taking strategies, and a 'second try' option, and (2) a test mode in which answers are revealed only when the student completes the test. Each student receives a detailed analysis of his or her performance. Skill-builders for each principal subdivision of the test strengthen the student's ability to handle similar questions in the future. *(This description pertains to the version developed in January, 1986.)*

NASSP COMPUTER STUDY PROGRAM FOR COLLEGE BOARD ACHIEVEMENT TESTS

Summary: Each five-disk program provides detailed reviews in preparation for the College Board Achievement Tests in English Composition, Mathematics Level 1, American History and Social Studies, Biology, Chemistry, and Physics.

Hardware: Apple II+, IIc, IIe, 48K; IBM PC

Intended Users: Secondary school students

Contact(s): Instructivision, Inc.
NASSP

Cost: $79.00 per content area; six disks per content area

Description: Each subject area consists of two full-length simulated tests that may be taken in one of two modes: (1) a tutorial mode that provides immediate feedback including explanations, test-taking strategies, and a `second try' option, and (2) a test mode in which answers are revealed only when the student completes the test. Each student receives a detailed analysis of his or her performance. Skill-builders for each principal subdivision of the test strengthen the student's ability to handle similar questions in the future. *(This description pertains to the revised version developed in January, 1986.)*

NASSP COMPUTER TEST PREPARATION PROGRAM FOR THE SAT

Summary: This program offers a tutorial review of the cognitive skills found in the Scholastic Aptitude Test.

Hardware: Apple series, 48K; Commodore 64; TRS-80 Models III, IV

Intended Users: High school students

Contact(s): NASSP

Cost: $79.00, Verbal Series (3 disk set); $89.00, Math Series (4 disk set); $150.00 for both Verbal and Math Series

Description: This program contains practice tests for math, verbal, and standard written English. Features include:

- Promotes analytical thinking skills,
- Multi-level approach,
- Self-pacing,
- Constructed response analysis, and
- Detailed explanations for each possible response.

(This description pertains to the version developed in 1984.)

ON YOUR MARK, GET SET! PREPARING FOR THE SAT

Summary: This intensive tutorial program prepares students for taking both the verbal and math portions of the SAT.

Hardware: IBM PC, PCjr., XT, 128K, DOS 2.0 or 2.1

Intended Users: Grades 10-12

Contact(s): ESD (Educational Software Division)—Houghton Mifflin Company

Cost: $99.00, includes diskettes, one set of backup diskettes, user's guide, test booklet, and student progress records. Networking is now possible at $595.00 per site. Lab sets are available.

Description: The verbal section of PREPARING FOR THE SAT covers Analogies, Antonyms, Sentence Completion, and Reading Comprehension; the math section includes Number Properties and Logic, Geometry, Algebra: Equations and Operations, and Algebra: Word Problems. Each title includes a tutorial, practice and test component. Positive and constructive feedback is provided throughout. Students are given practice on reading for speed and comprehension. *(This description pertains to the version developed in 1985.)*

PERFECT SCORE

Summary:	This program presents materials on screen to enable students to learn and self-test prior to taking the SAT.
Hardware:	Apple II series; Commodore 64/128; IBM PC, PC jr.; Tandy 1000; Macintosh; Amiga; optional printer
Intended Users:	Grades 10 - 12
Contact(s):	EISI Mindscape, Inc.
Cost:	Lab pack $250; $79.95 for Macintosh and Amiga; $99.95 for others; 6 disks, user's guide. $99.95, includes 6 backup disks; Lab pack has 30 program disks, user's guide
Description:	This program has both learning and testing modes, multiple formats of SAT questions, and timed SAT and Tests of Standard Written English. The user can print his/her test scores.

PETERSON'S SAT SUCCESS FOR MICROS

Summary:	This is a software package that is designed to help students improve their math and verbal skills for standardized tests.
Hardware:	Apple II+, IIc, IIe, 48K; IBM PC, 128K
Intended Users:	Students who plan to take the SAT
Contact(s):	Peterson's Guides, Inc.
Cost:	$49.95 less 10% for non-profit. Includes four double-sided diskettes, a user manual, and a free copy of Peterson's *SAT Success*. Management diskette for the Apple II series is available for $20.00 less 10% for non-profit. Information about Peterson's Educator and Classroom packages is available from Peterson's.
Description:	Based on Peterson's book, *SAT Success*, this program focuses students on the areas they need to improve and provides a teaching tool to bring about that improvement. The entire program is paced and controlled by the student to suit personal study habits, and the book is integrated for testing and backup purposes. Special features include: • Full-length on-screen sample tests • Scoring and analysis of test results • Interactive skill development exercises at three different levels of difficulty • Explanations for all test questions and skill development exercises • Choice of timed-test mode or tutorial mode • Diagnostic off-screen tests with answers entered directly into the program to create a personal study plan *(This program is revised annually in August.)*

P/SAT ANALOGIES

Summary: This program develops the skills necessary for success on the analogies portion of the PSAT or SAT.

Hardware: Apple; IBM PC

Intended Users: High school students

Contact(s): Intellectual Software

Cost: $49.95, includes two disks

Description: The system, made up of a developmental disk and a diagnostic disk, has the following features:

Relationship Types—the 34 word relationships presented here represent those most commonly tested on the P/SAT;

Review—at the end of any lesson the user may review any problem skipped or answered incorrectly. (When all the lessons on the developmental disk are completed, the user may review the vocabulary and analogy types by doing the problems in the diagnostic tests.);

Vocabulary Definitions—the definitions of the difficult words in the problem may be called up by pressing the ESC key;

Explanations—when an analogy problem is answered incorrectly, two sentences will appear, the first illustrating the relationship between the two words in the question, the second illustrating the relationship between the two words in the answer;

Test Taking Techniques—the Timed Test Mode simulates the time pressure and scoring of real test-taking conditions;

Diagnosis—the diagnostic disk has a pretest and two post-tests. (Users may save their scores on each test and monitor their progress as they work through the program. Because the program also analyzes their answers according to relationship type, users will know which lessons need the most work.);

Bonus Lessons—teachers may insert 20 of their own analogy problems in each of the two bonus lessons;

Classroom Management System—teachers may save the scores and response analyses of as many as 25 students and they may review this information on the screen or print it out on paper.

PSAT/SAT READING COMPREHENSION

Summary: This is a program to enhance the reading comprehension skills of students planning to take the PSAT/SAT.

Hardware: Apple

Intended Users: Students

Contact(s): Intellectual Software

Cost: $49.95, includes two disks

Description: This system develops high school level reading comprehension skills. The system, made up of a developmental disk and a diagnostic disk, has the following features:

Passage Summaries—understanding of the passage as a whole;

Vocabulary Definitions—studying difficult or unfamiliar vocabulary;

Location of Specific Information—when a question is answered, the specific line(s) in which the answer to the question is found will appear on the screen;

Explanations—a brief sentence will explain why a chosen answer is incorrect, helping the user select the correct answer on the next try;

Test Taking Techniques—the Test Mode simulates actual test taking conditions while the Instruction Mode allows for review of any missed problems. (More detailed test-taking techniques are included in the manual, as are suggestions on tackling the Reading Comprehension portion of the test);

Diagnosis—progress may be monitored by using the pre-test and two post-tests in the diagnostic disk.

A special display sheet compares the accuracy of the user's answers on all three tests. A second display analyzes his/her responses according to subject matter. If the user is particularly weak in one subject, he/she may then refer to the lesson on that subject in the developmental disk.

PSAT/SAT SENTENCE COMPLETION

Summary: This program helps to develop students' skills in sentence completion for college entrance examinations.

Hardware: Apple; IBM

Intended Users: High school students

Contact(s): Intellectual Software

Cost: $49.95, includes two disks

Description: The system, made up of a diagnostic disk and a developmental disk, has the following features:

Vocabulary Definitions—with answer choices containing difficult or unfamiliar vocabulary that have appeared at least once in the sentence-completion portion of a recent PSAT or SAT test;

Main Ideas—a selection that helps in understanding the sentence as a whole;

Emphasis on Sentence Structure—helps in understanding how the word(s) missing from any particular sentence, relate to the sentence as a whole (each of the six instructional lessons explains, illustrates, and gives practice in dealing with sentence completion problems);

Test Taking Techniques—the Timed Test Mode simulates the timing and scoring conditions of the PSAT and SAT;

Classroom Management System—teachers may save the scores and response analyses of as many as 25 students which can be reviewed on the screen or printed on paper;

Bonus Lessons—teachers may insert fifteen of their own sentence-completion problems in each of the two bonus lessons.

PSAT/SAT WORD ATTACK SKILLS

Summary: These two programs prepare students specifically for the antonyms portion of the Scholastic Achievement Tests.

Hardware: Apple II, 48K

Intended Users: High school students

Contact(s): Career Aids
EISI

Cost: $29.95 each

Description: Vocabulary words, carefully selected for their frequent appearance on tests, are grouped into lessons; each word is reviewed through definitions, sample sentences, component analysis, and test questions. A timed mastery test then prepares students for the real exam. There is an editor for teachers wanting to create their own bonus lessons; it can keep records for 25 students.

PSAT VOCABULARY OR SAT VOCABULARY

Summary: These programs teach high school level vocabulary for success on the antonyms section of the PSAT or SAT.

Hardware: Apple; IBM PC

Intended Users: High school students

Contact(s): Intellectual Software

Cost: $59.95, includes three disks, for either the PSAT or the SAT

Description: Each system has two developmental disks (prefixes and roots) and a diagnostic disk. Its main features are:

400 Vocabulary Words—nearly all have been found on a recent PSAT or SAT test;

Word-Analysis Techniques—learning the most common roots and prefixes will help users remember the meanings of the words;

Contextual Sentences—by putting the vocabulary words into sentences, the program emphasizes their common usage;

Review—at the end of any lesson, the user may review all problems either skipped or answered incorrectly. (A third type of review is offered in the diagnostic disks. The tests contained in these disks review both the word-analysis skills and the specific vocabulary contained in the developmental disks.);

Test Taking Techniques—use the Timed Test Mode in order to simulate the scoring and timing of the tests;

Diagnosis—the Diagnostic Disk contains a pretest and two post-tests which will specify which lessons and which word-analysis skills need the most review;

Classroom Management System—teachers may save the scores and response analyses of as many as 25 students and may review this information on the screen or print it out on paper;

Bonus Lessons—teachers may insert 25 of their own antonym problems in each of the two bonus lessons.

SAVE COLLEGE DOLLARS—CLEP

Summary: This courseware provides instruction and practice for the College Level Examination Program (CLEP).

Hardware: Apple II

Intended Users: Grade 11 and up

Contact(s): Intellectual Software

Cost: $995.00 for the series (40 disks); $235.00 for each of five General Exams

Description: The CLEP is a standardized multiple-choice examination administered by the College Entrance Examination Board for students who wish to qualify for college credits at over 1500 institutions.

This software is a tutorial for the areas covered by the examination. Each exam contains eight disks. Exams are: English Composition, Natural Sciences, Mathematics, Humanities, and Social Sciences.

In the English Composition program are: Spelling, Punctuation & Capitalization, Sentence Structure, Diction & Style, Logic & Organization, and Grammar & Usage.

The Natural Sciences includes: Biology (50%), Chemistry (15%), Earth Science (Astronomy, Geology, Meteorology) (15%), General Science (5%), and Physics (15%).

In the Mathematics disk are: Part 1—Skills and concepts: Arithmetic, Algebra, Geometry, Graphs, and Charts. Part 2—Content (Sets, Logic, Number Systems, Modern Math, and Probability).

The Humanities section provides instruction in: Literature (45%), Art (33%), Music (12%), and Philosophy (10%).

The Social Sciences exam covers: History, Economics, Political Science, Behavioral Science (Anthropology, Psychology, Sociology).

SAT/ACT SKILLS SERIES

Summary: This program provides an aid to students preparing for exams such as PSAT, SAT, or GRE.

Hardware: Apple II series; IBM PC, XT, PCjr.; single or double sided disks

Intended Users: High school or college students

Contact(s): Cambridge Career Products
SEI

Cost: $99.95 for complete set; $79.95 for the verbal skills pack which includes "Vocabulary Builder," "Word Analogy," "Test for Standard Written English" (TSWE), and "Sentence Completion" ($39.95 each if sold singly); or SAT Math Skills pack, $65.00.

Description: Vocabulary Builder: Includes over 1600 entries, each stored with a synonym and antonym. The student selects the desired mode: synonyms for drill or antonyms for test practice. The built-in authoring system allows the user to add individual words or entire test files.

Word Analogy: More than 1200 word relationships are saved in the database with questions that closely model aptitude tests. After attempting to solve each problem, the student has the option of viewing a hint. Over 30 types of word analogies are covered.

Sentence Completion: Over 300 entries are arranged in completion question format. This diskette requires knowledge of vocabulary, usage, verb tenses and even spelling.

TSWE: Question formats involve grammatical construction and correction. This is a tool that will enable a higher score and improve composition skills.

SAT Math Skills: Over 450 problems are grouped into categories such as fractions, exponents, equations, geometry, and word problems. Categories which include graphics are as follows: interpretation of line plots, flow charts, bar graphs, pie charts, and geometric constructions which are generated on the screen by the computer. Questions start easy and build in difficulty through PSAT, SAT, and finally GRE levels. Several sections present a mixed assortment of problems to simulate actual tests. All questions include hints enabling students to learn the most efficient way to solve a given problem.

SAT ALGEBRA

Summary:	SAT ALGEBRA teaches algebra skills necessary for success on standardized college entrance exams.
Hardware:	Apple II series
Intended Users:	Grade 8 and up
Contact(s):	Intellectual Software
Cost:	$49.95, includes one disk
Description:	This disk contains a total of over 40 algebraic rules and definitions which are reviewed. An optional introduction at the beginning of each lesson presents the rules and definitions related to problems covered in that lesson. Each problem done in Instruction Mode is keyed to a HELP screen containing a specific rule or definition. When the student has finished a problem, a detailed solution will appear, confirming the calculation of the correct answer, or pinpointing the error in arriving at an incorrect one. The five lessons—Whole Numbers, Fractions and Decimals, Algebra, Ratio and Proportion, and Percent—contained on this disk include the most frequent variations of the basic mathematical concepts found on the PSAT and SAT. The problems in the Instruction Mode and their variations in the Test Mode provide practice in applying these concepts. Teachers may save the scores and response analyses for 5 students. They may review this information on the screen or print it out on paper.

SAT GEOMETRY

Summary:	This program develops skills for success in geometry and college entrance exams.
Hardware:	Apple
Intended Users:	High school students
Contact(s):	Intellectual Software
Cost:	$39.95
Description:	This program has a total of over 40 rules and definitions of geometry which are reviewed. Each problem done in Instruction Mode is keyed to a HELP screen containing a specific rule or definition. When the student finishes a problem, a detailed solution appears to confirm the

correct answer or pinpoint an error. The five lessons—Coordinate Geometry, Angle Measure, Perimeter-Area-Volume Levels I and II, and Quantitative Comparisons—contained on the disk include the most frequent variations of the basic mathematical concepts found on the PSAT and SAT. The problems in the Instruction Mode and their variations in the Test Mode provide practice in applying these concepts. Test-taking techniques are described in the manual. Teachers may save the scores and response analyses for 5 students. They may review this information on the screen or print it out on paper.

SAT PREPARATION PROGRAM

Summary: This microcomputer program prepares students for all aspects of the SAT examination.

Hardware: Apple II, IIe, 48K, DOS 3.3; IBM PC, 64K; also available for TRS-80 and Atari (from Career Aids)

Intended Users: Students preparing for college entrance

Contact(s): Career Aids, Inc.
Opportunities for Learning, Inc.

Cost: $39.95, includes seven diskettes and a user's manual. Individual programs are now available from Career Aids for the Apple and IBM. Math Preparation Program, Verbal Preparation Program, and Sample Tests Program are $19.95 each.

Description: Students become familiar with the components and directions on the exam and are presented with a virtually unlimited combination of verbal and math questions. Over 1200 vocabulary words similar to those used on past SAT exams are included. Students can concentrate on specific topics or complete a simulated SAT examination. In areas where the student requires further study, the program will access "Tutormode," a skill building section that gives a step-by-step analysis of how a correct answer is chosen and why others are incorrect. Illustrative graphics highlight the material and built-in timing and scoring functions convert results automatically to equivalent College Board scores.

SPANISH ACHIEVEMENT SERIES

Summary: This series provides practice for the College Entrance Examination Board's Spanish Achievement Exam.

Hardware: Apple II+, IIc, IIe; IBM PC, PCjr.; Tandy 1000

Intended Users: Students taking the CEEB Achievement Tests

Contact(s): Mindscape Inc./Microcomputer Workshops

Cost: $135.00, includes three disks with backups and three teacher guides

Description: Designed as a vocabulary and grammar practice for the College Entrance Examination Board's Achievement Exam, this series uses a full Spanish character set. It contains one vocabulary format and two grammar format disks. Programs contain problems with options, explanations and translations of each option. The vocabulary disk contains a dictionary of 600 Spanish words. Complete error analysis and approximate achievement score is given after each batch of questions. *(This description pertains to the version developed in 1983-84.)*

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) EXAM PREPARATION SERIES

Summary: This series prepares foreign students to take the Test of English as a Foreign Language (TOEFL).

Hardware: IBM PC; Apple II series; Commodore 64; Franklin ACE; AT & T

Intended Users: Foreign high school and pre-college students who are seeking college admission

Contact(s): Krell Software

Cost: $169.95, includes eight disks and audio tapes

Description: The series is customized to assess one's performance, analyze errors and use this information to draw up a learning program to improve performance. It covers listening comprehension, structure and written expression, and reading comprehension. Drill and practice are focused on weak areas, and there are instantaneous answers.

VOCABULARY BUILDER I AND II

Summary: VOCABULARY BUILDER provides graded practice on synonyms and antonyms for test preparation.

Hardware: Apple; Atari; Commodore 64; TRS-80 (no TRS-80 for Vocabulary Builder II)

Intended Users: High school students

Contact(s): Program Design International

Cost: $34.95 per disk

Description: Vocabulary Builder I: Eleven programs include a set of graded vocabulary questions on synonyms and antonyms (the most common type of vocabulary questions on an IQ test). The last lesson is a vocabulary test. There are 400 questions and 2000 words in the course.

Vocabulary Builder II: There are eleven programs like those in Vocabulary I which use a more advanced word list.

WORDWISE: ANALOGIES/ASTROQUOTES

Summary: This course teaches verbal thinking skills for people who wish to improve their vocabulary or prepare for entrance examinations.

Hardware: Apple; Atari; Commodore 64

Intended Users: High school students

Contact(s): Program Design International

Cost: $34.95, includes one disk

Description: Programs teach a simple method of analyzing the analogies-type question (A is to B as C is to ?). Hundreds of possible analogies are included. An acrostic game is included in the package. The program randomly generates quotations, producing hundreds of possible combinations.

WORDWISE: SYNONYMS/ANTONYMS

Summary: This program is a vocabulary building system for people who wish to improve their vocabulary or for students preparing for the SAT or other college entrance exams.

Hardware: Apple; Atari (with joystick); Commodore 64

Intended Users: High school students

Contact(s): Program Design International

Cost: $34.95, includes one disk

Description: The computer makes up problems for the students to solve and then evaluates how well the student is doing. One section generates the problems by random, allowing for an infinite number of practice problems. "The Electronic Dictionary" is built into the course so that the student can ask the meaning of a word while solving a problem. A crossword-generating program called "Puzzler" is also included. Different puzzles are created purely at random allowing the student to put newly-learned skills to work. WORDWISE is designed to improve a person's vocabulary by hundreds of words.

THE GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT) COURSE

Summary: This program gives practice, diagnosis and pre-testing for the Graduate Management Admissions Test.

Hardware: IBM PC or compatible, 128K

Intended Users: Students needing to take the GMAT

Contact(s): Cornwell Systems, Inc.

Cost: $100.00, includes five disks, 200-page manual, and study guide

Description: This software offers math and grammar reviews. The menu contains eight study choices: math review, problem solving, data sufficiency, grammar review, sentence correction, analysis of situations, reading comprehension, and a simulated test. *(This description pertains to the version developed in 1986.)*

GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT) PREPARATION SERIES

Summary: This system can be used to prepare a student to take the Graduate Management Admissions Test for admission to MBA programs in business schools.

Hardware: Apple; Commodore 64; Franklin; IBM PC, PCjr.; AT & T; Zenith

Intended Users: College graduates

Contact(s): Krell Software

Cost: $349.95, includes six to eight disks; multiple copy license available

Description: The program enables the user to review reading comprehension, verbal ability, writing ability, analysis of business situations, mathematics and problem solving, and data sufficiency. It simulates GMAT questions, format and difficulty level; provides solutions and detailed explanations; diagnoses student's skills automatically and customizes individual study plans; and provides unlimited drill and focused practice. Using SCL, Self-Customizing Logic, it targets the skills the student must master and analyzes errors. *(This description pertains to the version developed in 1985.)*

GRADUATE RECORD EXAMINATION (GRE) PREPARATION SERIES

Summary: This program prepares college students to take the Graduate Record Examination (GRE).

Hardware: Apple II, IIc, IIe; IBM PC

Intended Users: Students required to take the GRE Exam

Contact(s): Krell Software

Cost: $299.95, includes multi-disk set; site license available at reduced cost

Description: In this multi-disk series, students are coached for all types of GRE questions. The program automatically diagnoses the student's skills, analyzes the student's answers, customizes the study plans, and provides unlimited drill and focused practice. The program simulates GRE questions, format, and difficulty level; plus, students learn solutions and explanations to the questions, which are generated randomly. *(This description pertains to the version developed in 1984.)*

LAW SCHOOL ADMISSION TEST (LSAT) EXAM PREPARATION SERIES

Summary:	This series is used to prepare college students for the Law School Admission Test (LSAT).
Hardware:	Apple; Commodore 64; Franklin ACE; IBM PC, PCjr.
Intended Users:	Students hoping to gain admission to law schools
Contact(s):	Krell Software
Cost:	$349.95, includes 10-11 disks; unlimited duplication and multi-copy license available
Description:	The series uses Self-Customizing Logic (SCL) to target unlimited drill and focus practice directly at the skills the student needs to improve his/her test scores. SCL assesses the user's performance, analyzes errors, and uses this information to customize a learning program. The program covers problems in areas such as logic and writing ability. Also included are material on solving logical problems, a vocabulary building package, and grammar and English usage material for the essay portion. The program simulates LSAT questions, format, and difficulty level. *(This description pertains to the version developed in 1985.)*

NATIONAL TEACHER EXAM (NTE) PREPARATION SERIES

Summary:	This is a computerized program to prepare for the National Teacher Exam.
Hardware:	Apple II, IIc, IIe; IBM PC; Commodore 64
Intended Users:	Candidates for teaching certificates required to take the NTE and other professional teacher exams
Contact(s):	Krell Software
Cost:	$349.00, includes multi-disk set; site purchasing agreements available at reduced cost
Description:	This is computerized test preparation material for the National Teacher's Exam. It includes self-customized learning in a multi-disk series. It automatically adjusts the questions it selects to give the user practice in his/her weakest areas. Content includes: core battery preparation; general knowledge of literature, art, science and social studies; communication skills of grammar, spelling, reading, word usage; mathematics, such as algebra, geometry, number theory and exponents; and educational theory, planning and evaluation. *(This description pertains to the version developed in 1985.)*

PRE-PROFESSIONAL SKILLS TEST (PPST) PREPARATION SERIES

Summary: This multi-disk set prepares students for the Pre-Professional Skills Test. A CBEST version is also available for those seeking a public school teaching position in California.

Hardware: Apple II, IIc, IIe; IBM PC

Intended Users: Students required to take the PPST for college admission or teacher certification

Contact(s): Krell Software

Cost: $299.95, includes multi-disk set; site license available at reduced cost

Description: This set provides computerized preparation materials for the PPST, which evaluates students for teacher certification, entrance eligibility, and job entry in 10 states. "Grammar, What Big Teeth You Have!" helps with grammar, word usage, and spelling. "The Devil and Mr. Webster" is designed to build vocabulary for reading and writing essays. "Special PPST Math" drills with math problems. "Reading Comprehension" ensures that the students' reading skills are standard. The PPST is used in Ohio, Tennessee, Minnesota, New Hampshire, Nevada, West Virginia, Kansas, Arizona, Delaware, and Texas. The version for California is the California Basic Education Skills Test (CBEST). *(This description pertains to the version developed in 1985.)*

Software for Administration

THE ADMINISTRATIVE ANSWER

Summary: These five integrated and comprehensive software systems offer complete computerized handling of student information.

Hardware: Microcomputer systems using IBM-DOS, 512K, 10MB hard disk minimum for one system; 640K and 20MB hard disk for network; serial port for card reader

Intended Users: Administrators, guidance officers, teachers, clerical personnel

Contact(s): Applied Educational Systems

Cost: $950.00 each package; $225.00 per year service contract; special prices for three or more systems; call (603) 225-5522 for more information

Description: GRADE REPORTING: The Grade Reporting System processes mark sense cards and produces full-sized report cards with student name and homeroom number, parent name and address, a school-wide message, teacher and course names, and numerical or letter grades as well as course comments, cumulative credit hours, and attendance data. The software system also assigns students to homerooms and prints any or all of the following reports: student list by school or year of graduation; class lists; homeroom lists; teacher lists; course catalogues; report card comment lists; high and low honor rolls for each class; rank in class listings based on grade point average listings; student failure and incomplete lists; frequency distribution of grade by teacher, course, year of graduation; frequency distribution of grade by department; self-sticking permanent record labels; mailing labels.

INTERIM REPORTING PACKAGE: This program makes it possible to produce grade reports with up to two comments per student per grading period to send home to parents.

EDUCATIONAL ASSESSMENT TEST SCORING: The Test Scoring System processes mark sense cards and corrects multiple-choice tests of up to 100 questions, correlating test questions and objectives. This scoring software may be used for a school or for an entire district. Depending on that choice, eight different reports are available indicating individual student performance, test group performance, and/or school-wide performance. Reports can be generated for individual student performance, school-wide performance, and/or district-wide performance. In addition, school, student, test, and objective lists may be printed.

SCHEDULING: A new feature of this program is its ability to build a master schedule after being given the possible sections, courses, places, and teachers. The Scheduling System also processes student pre-registration mark sense cards and prints 13 reports that assist the guidance department in making its master schedule. These reports are: course catalogues; teacher catalogues; student failure to pre-register lists; student error lists; under-enrolled class lists and students in those classes; simple tally of courses by grade, department and sex; student course request catalogues; student verification sheets; homeroom lists; study hall lists; course conflict matrix; and lists of courses and students requesting each course. The master schedule is entered into the computer, and the computer assigns students to classes. The school may also use arena scheduling. Either way the computer can then print student schedules and teacher rosters.

DAILY ATTENDANCE ACCOUNTING: The Attendance System processes mark sense cards at the start of each school day and produces an absentee list. Information may be updated throughout the day as required, and attendance may be kept by class on a daily basis. Schools can use up to twenty self-selected attendance categories and can group students within 20, user-defined student descriptive categories, each category having a possible 20 sub-categories. Reports are based on these categories and sub-categories and/or on user-defined periods of time, allowing maximum flexibility in meeting attendance reporting requirements.

APPLE IIGS SYSTEM

Summary: This program is a six-module system designed to serve the needs of school administrators and counselors.

Hardware: Apple IIGS, 80-column printer

Intended Users: Administrators, counselors

Contact(s): Surfside Software

Cost: $2,495.00 for complete suite; $495.00 per unit

Description: The Locator IIGS supports 999 student records on one disk, provides 24 data fields (16 user-defined) for each student, calls up by name, sorts on any five fields, interfaces to a word processor, computes, tracks by failing grades or absences, and subgroups on any criteria. It is the necessary "host" for the other IIGS programs.

The Classifier IIGS is the scheduling program. It generates a master schedule subject to the user's constraints, takes student names and addresses from the Locator IIGS, schedules two semesters at a time, allows two-level priority, and allows alternate requests. It produces class rosters, student schedules with home addresses, teacher schedules, room schedules, lists of free teachers by periods, free rooms by period, and teacher contact load.

The Reporter IIGS is the report card generator. It can include 999 students, course enrollments drawn from the Classifier IIGS, ten marking periods, twelve courses per student, number grades 0-100, 155 letter grades, "effort" and "conduct" grades and 255 different user-defined comments.

The Transcriber IIGS: While the Reporter IIGS keeps track of records of a student's current performance, the Transcriber IIGS keeps track of his or her entire grade history. It records courses taken, the grade achieved, and the credits earned or attempted. From this it can construct a unified transcript showing each course with its pertinent data and in addition, the credits per department, the total credits earned, the student's lifetime GPA and standing in his or her class. It can include 999 students and 60,000 grades. There is an automatic overflow if some students have more grades than usual. Counselors can have rapid retrieval of single records, or retrieve information in many ways. They can see credits earned compared with graduation requirements and arrange for warning notices to be prepared automatically.

The Enforcer IIGS manages student discipline records to improve tracking of an individual student's behavior. Users may track discipline data by student, date of infraction, teacher involved, disciplinarian, offense committed and action taken. The Enforcer also enables one to analyze trends indicated by disciplinary incidents and the various outcomes. It will track student discipline infractions by any of 255 user-defined offense descriptors. The program can define and utilize up to 255 action descriptors. The Apple version will hold up to 1,000 students and 8,000 incidents. (This program is also available for the IBM PC and will hold 2,500 students and 32,000 incidents.)

The Inspector IIGS is the attendance package. It requires The Locator IIGS to capture names and addresses. It can handle up to 999 students with a full year of daily attendance on one disk. It allows eleven major categories of daily attendance, 99 possible sub-categories, sub-group and group totals, summaries for specified time periods, 26 period statuses and various searches. It posts daily attendance to the Reporter IIGS.

(This description pertains to the version developed in 1987.)

APPLEWORKS 2.1

Summary: This integrated program generates, stores, and shares data among three applications: spreadsheet, data-processing, and database management.

Hardware: Apple (64K) IIc, IIc+, IIe, IIGS

Intended Users: School, office, home

Contact(s): Claris Corporation

Cost: $249.00

Description: A two-disk inter-program process allows the above three program options to be used individually or to be integrated. Features include a desktop memory that allows the user to store up to 12 files, create and edit documents, and manipulate data.

Note: See Section III for a review of this program.

ES/2

Summary: This package is part of a total school administrative system designed to develop school schedules, issue grade cards, and report attendance. Data are interchanged between the elements and from year to year.

Hardware: IBM PC, two drives, 128K, 80-column printer

Intended Users: Administrators, counselors, support personnel

Contact(s): CMA Micro Computer

Cost: $1,795.95, includes the complete system, manuals, support and newsletter

Description: The CLASS SCHEDULING SYSTEM allows for the development of a proposed course schedule and registration of student requests for the courses. Requests can be tallied and conflicts analyzed. Once a master schedule has been established, the system will automatically schedule the students and prepare class rosters for the teachers. Hand scheduling is also allowed for special problem situations.

There is a complete report card and grading management under THE GRADING SYSTEM. Grades can be entered by teachers or office staff using the keyboard. The system will print report cards, counselor labels, and transcript reports. Data on student attendance can be printed on report cards. The flexible filing system also allows such special reports as honor rolls and lists of failing students. It has the capacity for 9,999 courses and 9,999 students.

FOCUS CHURCH AND NON-PROFIT MANAGEMENT SOFTWARE

Summary: The FOCUS system turns a membership roster into a sophisticated congregation resource directory, budgeting, and tracking system.

Hardware: IBM and compatibles, 512K (if single user); 640K hard disk required on file server for networker; call company for further information

Intended Users: Administrative staff of churches or other non-profit organizations

Contact(s): International Micro Systems

Cost: $1,495.00 for complete system including Membership, Pledges and Contributions, Fund Accounting, Accounts Payable, Membership Attendance, and Personnel/Facilities Scheduler. Fund Accounting and Church Membership/Pledges and Contributions are available for $750.00 each if purchased separately

Description: This system enables an organization to track member names and addresses, occupations, pledges, committee assignments, and other categories which can be custom designed. It keeps track of important events in each member's life (birthdays, anniversaries, etc.) so the organization can send personal messages if desired. One can ask the computer for a printed list or set of mailing labels of members with talents, skills, or resources needed for a project. The information can be used to make membership directories.

The user can find out when and how much in pledges or membership dues can be expected in the future. The Fund Accounting module reports the budget, monthly and year-to-date expenses, balance sheet, and encumbrances in an easy-to-read format. Each account is automatically updated when money comes in or goes out. The system automatically issues checks for the usual monthly bills, and payables can be prioritized. It prints all checks, a check register, and posts the totals. A friendly letter of thanks and record of contributions can be sent to acknowledge donations. The system schedules appointments and outside commitments for each member of the clergy or staff and prints out daily or weekly schedules. It also prints a weekly calendar of events showing committee meetings, choir practices, services, etc. The program tracks member attendance and issues reports. The system is also useful for creating mailing labels, envelopes, and personalized letters to all members. *(This description pertains to the version developed in 1982.)*

MAC SCHOOL

Summary: MAC SCHOOL is an integrated software package for scheduling, attendance, gradebook and report cards, health reports, and library tracking.

Hardware: Macintosh Plus, 20MB hard disk, Apple Talk; scanner optional

Intended Users: School administrators, counselors

Contact(s): EISI

Cost: $3,050.00 for all units; individual units for $300.00 to $900.00. Multi-site license available.

Description: The package includes modules which are available separately or as an integrated package depending upon the needs of the school. The "Marks" module reads Apple IIe and Apple IIGS as well as Macintosh. The system can import/export data via an ASCII format to a district minicomputer. Each student's demographics are typed (or scanned) in once and the data are then available to each module. There are various levels of password protection. The "Library" module can track 30,000 books and 4,000 borrowers and can print overdue notices, book labels, catalog cards and statistics reports. "Advanced Bookings" has a built-in calendar and can be used to order and reserve books. "Scheduling" allows an unlimited number of students, up to 200 courses for each grade, and unlimited academic levels and course prerequisites. "Attendance" also has an unlimited number of students and user-defined attendance codes. An autodialer may be used with a smart modem for selected parents to be notified. Letters can be automatically generated according to set criteria. Information can be linked to report cards and transcripts. "Marks" has 41 user-defined letter or numeric grades, can accommodate weighted scores and can automatically calculate. It can produce numerous sorts, reports, and searches. "Report Card" summarizes information from the other modules and accommodates teacher comments and school messages. It also produces school-wide statistics and matrices. "Immunization" module will track students' need for health immunizations. "Query" allows asking questions of the database. "Query/Analysis" allows asking questions, computation, and analysis of database. *(This description pertains to the version developed in 1987.)*

MANAGEMENT SOFTWARE FOR SPECIAL EDUCATION

Summary: This is an information management and reporting system. It maintains student data for Individualized Education Plans (IEPs), achievement tests, and pupil/personnel analysis; it generates reports for placement, Full Time Equivalent (FTE) reimbursements, state and federal compliance, IEPs, parent letters, etc.

Hardware: IBM PC, XT, AT, or compatible, 256K, one disk drive, hard disk; Apple IIc, IIe, IIGS, 128K, 80-column card, two disk drives

Intended Users: Administrators, directors, teachers of special education

Contact(s): Learning Tools, Inc.

Cost: $2895.00 (program can be bought in parts as shown); $895.00—IPS; $1795.00—APS; $295.00—CMS (see program description below)

Description: The management system is composed of three components, the Administrative Planning System (APS), Individualized Planning System (IPS), and the Curriculum Management System (CMS), which interface with one another. IPS and CMS are used at each school site to generate Individual Education Plans (IEPs) and to maintain demographic and testing data, and goals and objectives for each student. APS is used at the administrative level to store data for all students in the school district. The administrator can print reports by categories of data. *(This description pertains to the revised version developed in 1979.)*

MEGAMASTER

Summary: MEGAMASTER is a total school administrative system with elements designed to develop school schedules, manage grade cards, prepare attendance reports, maintain student demographic databases, and prepare mid-term parent reports.

Hardware: Apple II, IIc, IIe, two drives, 48K, 80-column printer

Intended Users: Administrators, counselors, support staff

Contact(s): CMA Micro Computer

Cost: $1,995.00, includes all elements, manuals, support and newsletter

Description: The elements of this system allow the interchange of data in this integrated package. The Class Scheduling element develops schedules and registers students' course requests, tallies them and analyzes conflicts. Students are automatically scheduled and class rosters are prepared for the teachers. It also allows hand scheduling for special problems. The Grading System accepts schedules from Class Schedules and grades entered by keyboard. It will print report cards, counselor labels, and reports useful for transcript management. Data on student attendance can also be printed on report cards. It will generate honor rolls, students who are failing courses, or other special reports. The Attendance Program prepares absent and tardy lists, updates excused information when it becomes available, and compiles/summarizes information for local and state attendance reporting. The Academic Secretary element allows customized database fields so schools can have information as they need it; such as, all students in a club or those with a particular interest or need. It will also print labels for mailing. Mid-Term Report prepares special individual student reports between grading periods by using school designs, paragraphs, and custom parent letters.

MMS: MODULAR MANAGEMENT SYSTEM FOR SCHOOLS

Summary: MMS is a software system designed to handle student scheduling, grade reporting, attendance reporting, discipline reporting and data management on over 70 brands of microcomputers for any school size.

Hardware: IBM and compatibles; Apple; TRS-80; Macintosh; MS-DOS, CP/M 80, floppy/hard drives, networking; contact company for further information

Intended Users: Administrators, counselors, clerical personnel

Contact(s): Computer Resources, Inc.

Cost: $399.00 for The Master File System, $149.00 for Extended Master File Option;

$199.00 for Study Hall Scheduling, $199.00 for Course Placement, $249.00 for Scanner Input option;

$949.00 for Grade Reporting, $249.00 for Scanner Input Interface;

$449.00 for Attendance Reporting, $349.00 for Autocall Interface, $149.00 for Letter Link, $249.00 for Scanner Input Interface, $349.00 for Period-to-Period;

$349.00 for Discipline System

Description: The Master File System is the required centerpiece of the MMS. Biographical information is saved for each student. The system allows sorting and displaying of this information in an unlimited number of ways. This module can print mailing labels, homeroom lists, bus lists, etc. It features up to 1,000 students per grade level; 20 data fields per student including ID number, sex, birthdate, year of graduation, homeroom, telephone number, parent's first and last name, address, and five user-defined data fields; a sort by one or several data fields; printed reports; and student data display. Extended Master File Option adds 70 additional user-defined fields with all report and sorting capabilities.

Scheduling System enables efficient scheduling of students using a three-phase process: assigning courses to each student, assigning sections to students' course selections, and finally, producing a final set of scheduling documents. It features up to 18 courses and 8 study halls per student; up to 300 courses, 1200 sections, 150 teachers and 160 study halls per master schedule; year, semester, and quarter courses, up to a 7-day cycle; up to 16 periods (mods) per day; linked sections for labs, modular courses, etc.; priority scheduling of courses; scheduling passes with optional section over-loading and semester balance capability; and study hall scheduling and scanner OMR option.

Grade Reporting System provides an extensive set of reports: grade verification lists, report cards, transcript labels, class rank lists, honor roll lists, grades cross-reference lists, and teacher/department grade distributions. The system accommodates user-defined letter grades and interpretations, and grades entry by student or by class. Data in the Scheduling System are shared with the Grade Reporting System, and attendance totals may be transferred from the Attendance Reporting System. The system features up to 78 letter grades and interpretations; up to 23 pieces of grade reporting information per course, including grades and comments for up to 6 terms, mid-year/final exam/average grades, semester 2 average grade, and course credit; cumulative and current year credits, credits attempted and grade points, GPA, honor roll status, and quarterly attendance totals. It has quarter or 6-week reporting capability.

Attendance Reporting System enables recording of daily attendance and entry/withdrawal status for each student. Reports include entry/withdrawal, attendance recording lists, daily attendance lists, attendance registers, and statistical reports. The system features up to 50 user-defined attendance codes and interpretations; up to 204 full- or half-day calendar days, up to 8 codes and dates per student; and attendance recording for up to 204 days per student. Period-by-Period option allows user to take attendance every class period. Up to 10 user-defined attendance codes, link updates, daily attendance and grade reporting are possible.

The Discipline System allows the user to maintain a record of each student's behavior for the school year. It can print reports by student or by teacher using selection criteria such as start/stop dates, disciplinary action taken, specified number of infractions or particular infractions like cutting class. It features up to 99 user-defined information codes and interpretations.

(This description pertains to the version developed in 1983.)

MODULARIZED STUDENT MANAGEMENT SYSTEM (MSMS)

Summary: MSMS can be used for generating Individual Education Plans (IEP's) and federal reports.

Hardware: Apple IIc, IIe, two disk drives, 80-column card, printer

Intended Users: Special education administrators, teachers

Contact(s): Education TURNKEY Systems

Cost: $795.00, includes manual and software

Description: The MODULARIZED STUDENT MANAGEMENT SYSTEM (MSMS) allows local districts to gather user-defined data on handicapped students and to print out IEPs incorporating district specified goals and objectives. The system can also provide the data needed to meet federal and state reporting requirements. *(This description pertains to the revised version developed in 1986.)*

PFS: SCHOOL RECORDKEEPING SYSTEM

Summary: This system can file, retrieve and process vast quantities of information.

Hardware: Apple IIc, IIe, ProDOS only, 64K, two drives

Intended Users: Administrators, counselors, support staff

Contact(s): Opportunities for Learning, Inc.

Cost: The complete system includes PFS:File, Report, and Graph, $125.00 each

Description: The system includes comprehensive, ready-to-use "electronic forms," wherein data may be tabulated, cross-referenced, or printed into a hardcopy report in seconds. Among the 30 reports this system will produce, a few are:

- mailing lists
- student emergency information

- student record management
- budget and requisition control
- property management
- room and event schedule
- parent and PTA mailing labels
- vaccination and busing lists
- school event calendars
- order analyses
- revenue reports
- class schedules
- requisition and purchase
- teacher and student location reports
- order analysis

Once information is entered into the form, the user can produce student lists, budget reports, mailing labels, schedules, charts and graphs.

REGISTRAR
(For Training Departments)

Summary: This system will register students, develop class rosters and transcripts, report statistics, keep grades, make letters, and more.

Hardware: IBM PC, 384K, multi-user needs DOS 3.1 LAN

Intended Users: Agency, corporation training administrators

Contact(s): Silton-Bookman

Cost: $1195.00, includes word processor, Data Link export utility; $4895.00 for multi-user version; $25.00 for demo kit

Description: Designed to keep student and class information in one place, REGISTRAR keeps all records and creates reports. It will enroll and wait-list students, print class rosters and student transcripts, send letters using text merge, print mailing labels, compile enrollment statistics, keep class grades, send data to other software, and store information on thousands of classes and students. *(This description pertains to the version developed in 1987.)*

SASI II: SCHOOLS ADMINISTRATIVE STUDENT INFORMATION

Summary: SASI II is a school-based multi-user system that provides all the student record-keeping needs of any type of school: elementary, junior high, high school, private or public. Modules available are: Basic Database Applications, Scheduling, Attendance, Grades, Histories, and Test Scoring.

Hardware: IBM PC, AT, or compatibles, 256K memory, 10MB hard disk. For larger schools, networking systems available are 3 Plus from 3 Com and Novelle. Call about other networks.

Intended Users: Counselors, vice principals, guidance personnel, attendance personnel, principals, registrars, district office testing personnel (in use in more than 400 California schools)

Contact(s): Educational Timesharing Systems
EduComp Systems, Inc.

Cost: Software costs vary depending on number of modules purchased and whether a single or network version is desired; $1500.00 for one Application Module; $11,500.00 for a large network system with all Application Modules; substantial multiple site discounts apply

Description: SASI II is a comprehensive series of programs for use on microcomputers. It will support schools of up to 8,192 students (including turnover), 1,999 class sections, 9,999 courses, and 199 teachers.

All modules are integrated with the Basic Applications package and with each other and may be installed in any combination.

BASIC APPLICATIONS: Student, Master Schedule, Course and Teacher Files, Discipline and Counselor Visitation Files and QUERY are included. Print programs provide class rosters, student locators, labels, reports, tallies, computer generated letters, and more than 50 other items.

STUDENT SCHEDULING: Computer and arena scheduling are supported. Keyboard or optical mark reader input of course request data is possible. Up to sixteen course requests may be scheduled in eight periods for a full year, by semester, by trimester, or by quarter. Tallies, student listings, potential conflict listings, prescheduling edits, class load analysis and reject listings are possible. On-line scheduling is now possible for individual students. Master schedule builder is also included.

GRADE REPORTING: Academic, citizenship, work habits marks, variable credit and comment codes can be input through keyboard or optical mark reader, to produce mailing-ready report cards, teacher verification lists, mark analysis listings and honor rolls. Final grades may be automatically transferred to the course history file.

COURSE HISTORY: Historical course and grade information is maintained for each student from which cumulative GPA and class rank reports and grade transcripts are produced. In addition, the system monitors each student's credit status toward graduation. Any update to a student's marks or credits will automatically recalculate up to three different types of GPA. The system also provides for academic and nonacademic courses and weighted GPA for advanced classes. Included is a very sophisticated new transcript form.

PERIOD ATTENDANCE: Absence/tardy lists may be collected each period on class rosters and input through a CRT terminal or by an optical mark reader. Up to 26 reasons for absence or tardy may be coded for each of ten periods per day, and a full year of information is immediately accessible on each student. Letters to parents at three checkpoints may be generated. Other reports include daily absence listing, truancy listings and a variety of absence summaries.

TEST SCORING: Standardized testing includes score conversion to national norms, student histograms of percentiles, item analysis, and administrative summaries. For competency testing, pass/fail information may be maintained for up to five tests on each student's record. Reports include overall test result listings, student profiles showing objective results, item analysis, permanent record labels, and parent notification letters.

(This description pertains to the revised version developed in 1987.)

SCHEDULING/GRADING SYSTEM

Summary: This is a program of class scheduling and student grading. It includes master scheduling, report card printing, and transcripts.

Hardware: Any computer system that operates under CP/M, CP/M 86, MS-DOS, or PC-DOS; requires 360KB drives, 64KB RAM, and 132-column printer; hard disk recommended

Intended Users: Administrators, counselors, and support staff

Contact(s): AS/TECH

Cost: $550.00, includes software license, documentation, media

Description: This program provides course scheduling of teachers, rooms, and students. It creates a master schedule, room usage report, teacher schedules, class rosters, student schedules, and report cards. It will accommodate time conflicts. Chatsworth Data Input (option) interfaces with ATTENDANCE SYSTEM. *(This description pertains to the revised version developed in 1985.)*

SCHOOLBASE III

Summary: SCHOOLBASE III is an integrated school management system that handles scheduling, attendance, and grade reporting.

Hardware: IBM PC and compatibles, 512K and 10MB hard disk drive; scanner optional

Intended Users: Administrators and counselors

Contact(s): K-12 MicroMedia

Cost: Call for information; can purchase one to three modules

Description: This program handles 9,999 students, up to 16 periods per day, up to 1,000 teachers, and 100 courses in up to 100 departments. "Scheduling" allows each student to be assigned up to 20 courses per year and up to 10 credit courses per term. There can be an unlimited number of courses in the master timetable, they can be assigned individually or collectively, and sections are balanced and designed to eliminate conflicts. Withdrawal dates, codes, and cumulative absences can be tracked.

"Attendance" can keep period-by-period or whole- or half-day attendance record reasons for absence by user-defined codes, integrate with Grade Reporting so absences will be on report cards, and call up numerous types of reports.

"Grade Reporting" allows 18 marking periods per year, with grades for quarter, exam, semester/year, attitude, and effort. It will create transcripts and compute grade point average.

(This description pertains to the revised version developed in 1987.)

SCHOOL OFFICE MANAGER

Summary: This disk contains four programs to aid a school office: BOOKKEEPER, SCHEDULER, SCHOOL SPREADSHEET, and CONTEXT, a database.

Hardware: Apple; IBM PC, PCjr.; TRS-80

Intended Users: Administrators and staff

Contact(s): Intellectual Software

Cost: $125.00, includes one disk containing all four programs; BOOKKEEPER is available for $45.00 on a separate disk

Description: BOOKKEEPER keeps track of the income and expense records of school clubs and organizations. Up to 40 separate accounts can be kept on a single disk. Entering and reporting information is quick and simple. BOOKKEEPER keeps a running balance of each account and produces monthly and year-to-date reports of income and expense that can be printed out as required.

SCHEDULER keeps track of events that take place at the school, their dates, times, room numbers, responsible persons, groups, and purposes. Activities of specialist teachers, PTA groups, clubs, community groups, sports events, assemblies, field trips, and other school events can be organized into this single database. Printouts for the week are produced; events can be searched and displayed by location, purpose, group, day, month, etc.

SCHOOL SPREADSHEET is an administrator's tool that can help prepare budget analyses, project enrollments and class size, explore different grouping and scheduling possibilities, and perform any other task that deals with rows and columns of numbers. SCHOOL SPREADSHEET is a simplified and specially modified version of the "electronic spreadsheet" that is so widely used in business. Pre-programmed overlays for budget preparation and enrollment projection are included.

CONTEXT is a free-form information-keeper and database. It allows the user to enter words, phrases, and sentences on a given subject or topic. CONTEXT then indexes and stores the information so that it is accessible to careful searching and display at a later time. CONTEXT is useful in preparing speeches and reports, updating the status of school projects, or keeping a file of important facts and school policies. Information can be searched and reported by key word, topic, subject, etc.

SMS: STUDENT MANAGEMENT SYSTEMS

Summary: SMS is an administrative tool for secondary public and private schools. It is an integrated package designed to provide attendance, grade reporting, and scheduling functions from a common database.

Hardware: Any multi-user system supporting a central file server. Required operating systems are CP/M 80, CP/M 86, MP/M 86, PC-DOS, or MS-DOS

Intended Users: Administrators, clerical personnel

Contact(s): Integral Computer Systems, Inc.

Cost: Call (203) 928-5310 for estimate

Description: SCHEDULING features flexible modular scheduling for 5-day and 6-day cycles; one-, two- or three-day courses within 6-day cycle; a conflict matrix; up to 2000 students and 500 multiple section courses for a 10 megabyte system; up to 25 courses/student/year; up to 4 sequential semesters; and 25 prioritized course requests for each student.

GRADE REPORTING features up to six reporting periods, grade lists for review, GPA, year-to-date attendance, up to three comments per grade, school-wide message on each card, and honor roll failure lists.

ATTENDANCE features eight absence/attendance categories, excused/unexcused codes, daily period-by-period attendance report, year-to-date summary by categories, detail summary report by date and categories, and year-to-date period-by-period attendance report.

The program will effectively handle any size school system when proper microcomputer hardware and peripherals are purchased.

TIMS, TSAS II, TTDP, TSDS, TRSS, TGKS II, TGTS:

The Instructional Management System (TIMS)
The School Attendance System (TSAS II)
The Telephone Dialer Program (TTDP)
The Student Discipline System (TSDS)
The Registration and Scheduling System (TRSS)
The Grade Keeping System (TGKS II)
The GradCheck and Transcript System (TGTS)

Summary: This series of programs enables any size school to do its own attendance, registration, scheduling, grade reporting, test scoring, and instructional management. The program modules can be used individually (except TTDP and TGKS, which are add-ons to TSAS II) or together with automatic file sharing and posting.

Hardware: IBM PC, XT, AT; Apple IIe; Pinnacle supermicro—single user or networker; Scan-Tron or NCS OMR

Intended Users: Administrators, counselors, school personnel, curriculum directors

Contact(s): Educational Administration Data Systems, Inc.

Cost: TIMS, district dependent; TTDP, $1,250.00, add-on to TSAS II; TRSS, $4950.00; TGKS II, $3,950.00, add-on to TSAS II; TGTS, $3,000.00, add-on to TGKS II

THE INSTRUCTIONAL MANAGEMENT SYSTEM (TIMS)

Description: TIMS is a comprehensive system to manage the school and/or district curriculum and monitor student progress in meeting specific goals. TIMS handles both criterion-referenced testing, as well as standardized testing, and links them both to state-mandated goals or local curriculum goals and objectives.

The eight components of TIMS:

1. A student database, similar to that of TSAS II, contains student demographic data and class schedules. A class file contains class rosters and other class and teacher data. It has a report and document generator for directories, class lists, and letters, and a query system for selecting and sorting student and class data.
2. A curriculum manager permits the entire district's curriculum to be broken down by a series of structures called grade/tracks, subjects, goals, objectives, and test items. Test items are linked to objectives, objectives are linked to goals, goals are linked to subjects and subjects are linked to grade/tracks. Each structure contains information specific to it. A test item can be linked to one or several objectives; an objective can be linked to one or several goals, etc.

3. A test item bank can contain up to 16,000 locally specific test items. The items are linked to one or more objectives with the curriculum manager. In addition to fields such as item ID, grade level, short description, and question statement, extensive "last test" and "all tests" frequency and other reliability statistics are automatically maintained and updated as the test item is used on a test.
4. The test composer and generator is used by district or school personnel to select test items to be included on a test. Test composition is done by using the structures in the curriculum manager to access the goal or goals which are to be fully or partially tested. From the goal the user "walks" to the objectives for which mastery is to be tested. From each objective selected, the user "walks" or "jumps" to the test items which test for mastery of the objectives. Because of the linkages, the "walks" or "jumps" consist of a few keystrokes.

   Test items can be flagged for inclusion on the test. Statistics are presented on the screen at all times; for any selected objective, one can see the number of test items selected from the item bank and the number of items needed to test mastery. After the test items have been selected, they can be randomized or ordered manually for printing. Test items are displayed on the screen in an interactive test-taking format. The test can be printed in booklet form on either a laser or high quality dot matrix printer. Multiple fonts are supported.
5. A test data form scanner and scorer allows students to enter their student ID or TIMS record number, as well as their answers, on a Scan-Tron or NCS multiple-choice scan form. The answer forms can be batch scanned with an automatic feeder, or hand fed.
6. A student mastery manager scores student responses and posts objective mastery data to each student's record. For each test item on the test, the item's reliability and performance statistics are updated.
7. The report generator prints many reports related to the structures in the curriculum manager and their relationship (linkages) with each other. It produces individual student profiles; parent, individual test and summary reports; class rosters; class/student/test details; item analyses; and class, department, and item descriptors (a short description) to make the reports readable.
8. A standardized test interface provides a linkage between the test items of standardized tests, such as SAT, ITBS, CAT, MAT, and CTBS and the objectives stored in the curriculum manager.When users enter the test item keys and TIMS scores these publisher's tests, TIMS will post the raw scores, as well as the mastery data, to the student records. If the user enters the norm conversion tables, TIMS will also post the grade equivalents, standard scores, national stanines, and national percentiles to the student records. All reports, with the exception of the item-specific reports listed in component 8 above, are also available for standardized scores.

THE SCHOOL ATTENDANCE SYSTEM (TSAS II)

Description: TSAS II keeps and reports period and daily attendance on a school-wide basis in schools of all sizes. With scan entry, it is a five-minute operation to record period attendance for 1000 students. Most data fields and parameters are user-definable to fit the needs of the school and/or district.

TSAS II supports multi-user networks which allow for simultaneous entry of data, access to information, and printing of reports from several workstations.

It has an elaborate security system with password protection, varying levels of security (with hidden data or operations) for different individuals, in both multi-user networks and single-user mode.

There are almost 200 user-definable, demographic and activity data and screens to track characteristics of the student population--for example, student category, multiple parent names, addresses, telephone numbers, emergency information, fees, locker numbers, athletic activities, clubs, etc.

The user defines up to 32 absence status reasons which are used for tracking period-by-period attendance for up to a 15-period per day and a 240-day school year.

Classes can be scheduled on a regular period basis and for different periods on different days of the week. The pattern of the classes may repeat every day or every other day or up to every ten days.

The school year can have up to eight terms to accommodate user-defined class durations, such as quarter, half-quarter, semester, trimester, and year-long courses.

TSAS II handles both "positive" (student is marked present) and "negative" (student is marked absent) attendance-keeping for use in either traditional or continuation and adult education schools.

TSAS II has a user-definable query system for selection and sorting capability. TSAS II's built-in report generator with user-defined headers, footers, and student data can be used to design hundreds of special student reports and student directories for teachers, counselors and administrators. TSAS II's built-in word processor has mail-merge capability for designing locator cards, letters to parents, and ad-hoc special reports.

Monthly summary reports include calculated ADA and ADM which satisfy the reporting requirements of California and other states. The report generator handles user-defined totaling and sub-totaling of all attendance statistics for user-defined groups of students. User-defined ADA formulas handle both period-based and time-based accounting methods.

TSAS II's Eligibility Tracking uses scan entry to track "at risk" students or those participating in sports. Scan rosters for teachers are generated automatically. Athletes who become ineligible, according to state or school criteria, can be identified easily.

There is automatic rolling-over from one school year to the next with automatic grade promotion and retention. All demographic data is kept but the student schedule; attendance and roster information is removed in preparation for the next school year.

It supports user-defined keyboard macros for recording and playing back keystrokes of frequently performed operations, reducing many TSAS operations to a single keystroke.

TSAS II is integrated with the add-on Telephone Dialer Program (TTDP).

THE TELEPHONE DIALER PROGRAM (TTDP)

Description: TTDP is an add-on program available only to TSAS II users. It supports a variety of automatic telephone dialers to provide an even more efficient and effective attendance reporting system. Based on the user's criteria, TTDP selects students whose parents are to be automatically notified by telephone about particular types and patterns of absences. Different messages are automatically selected; the message can be language-specific or absence-pattern related. A record is kept of which message was given and when. TTDP can help insure that there are not duplicate calls to the same number for the same student; only the "worst" offense is called for, if desired.

THE STUDENT DISCIPLINE SYSTEM (TSDS)

Description: TSDS records and analyzes student infractions and the disciplinary actions taken. A student's disciplinary history can contain up to 200 infractions; it is on-line and can be viewed or printed at any time. An infraction record has standard fields for the who, what, where, when, and resolution; it also provides a free format note area in which extra information, such as student statements, witnesses, or particular circumstances can be entered.

Statistical reports can be used to analyze the frequency of certain infractions or resolutions for an individual student, a subgroup of students, or the entire student body. For example, the number of students who have been suspended for fighting during the past month can be reported by grade and sex. Similarly, the total number of each type of infraction occurring during the past year can be reported in some special order. Subgroups of students with certain conditions (infractions and/or resolutions) can be identified and customized reports, such as automatic letters home or detention and suspension lists, can be printed.

THE REGISTRATION AND SCHEDULING SYSTEM (TRSS)

Description: TRSS provides the in-house capability for schools of all sizes to input their course catalog, register students, print course request tallies and conflict matrices, construct a master schedule, and computer load students into the master schedule at the rate of 1,200 students per hour (Apple IIe) to 4000 per hour (IBM XT).

- The course catalog with quarter, semester and yearlong courses is defined, entered and edited.
- Student or counselor-marked course request forms (up to 24 requests per student) are optically scanned or entered from the keyboard.
- Conditional and unconditional request assignments are made automatically for prerequisites, co-requisites, lunch periods, and study halls.
- Course request tallies and complete or partial two-way potential conflict matrices are printed; higher-way (up to nine-way) potential conflicts are computed, displayed, and printed.
- Detailed reports for each student list course requests, course schedule, alternate sections, and unresolvable conflicts.
- Students can be locked into specific course sections. Courses can be chained over time to maintain teacher integrity.
- Students are scheduled by the quarter, semester or year. The following are printed: master schedule section load/balance reports; class rosters; free period analysis by grade and by period; and teacher and room schedule and utilization reports.
- The files used by TSAS and TGKS are automatically generated from TRSS.

THE GRADE KEEPING SYSTEM (TGKS II)

Description: TGKS allows schools to do their own grade reporting, class and school ranking, mark analysis, and credit updating. The system prints alphabetized scan forms for teachers to enter marks, comments, and variable credit, if applicable.

TGKS II maintains separate class rosters for each grade reporting period. This allows users to print and scan class oriented data even after students have switched from one class into another (if they are to receive marks in both). TGKS II flags students with no marks reported and provides teachers with verification before grade reports are printed. This program shares the student database, schedule and roster files with TSAS II; there is no duplicate posting.

There are up to sixteen marks per class per year to record progress reports, exams, and final marks. Up to eight full GPA tables may be specified for the school year with automatic cumulating from one quarter or semester to the next.

The four mark groups, each with eighteen user-definable report card marks and quality point ranges, are used for regular, honor, advanced, and special classes. There is an automatic pass/fail conversion and an automatic calculation of semester marks based on a weighted average of progress report and exam marks.

Up to 32 groups of twelve student-specific comments can be defined. These comments can be native language-specific or student type-specific. Up to 32 groups of twelve class-specific comments can be defined. These comments can be used for special classes, such as music or shop where the academic comments do not apply.

Absences and tardies for each class are automatically available from TSAS or can be posted separately.

The built-in report card generator contains user-defined demographic data and footers for printing student hand-outs or mail-home report cards as well as report cards for counselors. The user selects which class data he/she wants printed and the terms for which marks, comments, tardies, and absences are printed.

There is automatic determination of who is on the Honor Roll, based on the user-specified criteria; such as, "no F, at most one D, and a GPA of 3.0 or better." The generalized GPA calculator accommodates many unique methods of calculating GPS. There is automatic calculation of Class and School Ranks. Students who are exceptions can be flagged to exclude them from the ranking operations.

TGKS prints transcript labels for posting to the student's academic transcript.

TGKS is integrated with THE GRADCHECK AND TRANSCRIPT SYSTEM (TGTS).

THE GRADCHECK AND TRANSCRIPT SYSTEM (TGTS)

Description: TGTS combines the operations of academic planning, grade promotion and graduation checking, and transcripts into one system. It can contain up to six academic years of course information and track up to 255 courses. There is an area for recording standardized and district test scores; a free format note area stores extra information such as transfers from another school, extra activities, or awards.

Courses, marks, and credits can be posted to student transcripts from TGKS II. Grade data from other schools can be posted using the keyboard. A student transcript can contain not only courses completed but also courses the student plans to take in the future. The printed transcript optionally shows these planned courses. Planned courses can be used as course requests for TRSS.

With the aid of a counselor, a student can develop and modify a full academic plan to meet both the school's requirements and the student's interests, giving students a sense of direction and control in their academic future.

Graduation checking can be done at any time to identify students who have credit deficiencies which may not allow them to be promoted or students whose academic plans may not fulfill the graduation requirements. A Graduation Check report can be printed showing the student's required, completed, planned, and needed credits in each graduation category. Optionally, courses contributing to each of the categories can be printed. A school can have up to 32 graduation categories. A course has a "default" graduation category it fulfills, as defined in the school's course catalog; however, this assignment can be changed on a student-by-student basis. For example, Math 101 may normally fulfill a freshman math requirement but may be assigned to fulfill a general elective requirement on a particular student's transcript.

(This description pertains to the version developed in 1986.)

CLASSIFIER II

Summary: This program provides an enhancement of CLASSIFIER and can usually satisfy more than 98 percent of student class requests.

Hardware: IBM PC; Chatsworth 2000 optical mark reader is optional

Intended Users: School administrators, staff

Contact(s): Surfside Software

Cost: $895.00—current CLASSIFIER owners may upgrade for $400.00
Chatsworth optical mark reader software costs $90.00

Description: This software contains all features of THE CLASSIFIER and THE CLASSIFIER TOOLKIT, plus, it:

- schedules two semesters at the same time,
- accepts up to 16 requests per student, regardless of the number of periods in the day - extra entries are treated as "alternate requests" and are scheduled if some other request is abandoned,
- balances section loads, facilitates individual adds and drops,
- permits two levels of request priority, and
- produces student schedules, class rosters, teacher schedules, room schedules, section loads, teacher and room availability, complete conflict matrix, and pre-registration lists.

(This description pertains to the version developed in 1986.)

CLASSIFIER: CLASS SCHEDULING SYSTEM

Summary: This program provides a comprehensive method for scheduling classes. It will provide student, teacher, and room schedules as well as class rosters.

Hardware: Apple II, IIe, 48K, DOS 3.3; TRS-80 Models III, IV, 48K; IBM PC, 256K; two disk drives and 80-column printer required

Intended Users: Administrators, counselors, and clerical staff

Contact(s): Career Aids, Inc.
K-12 Micro Media
Opportunities for Learning, Inc.
Surfside Software

Cost: $495.00 - $595.00 for 2 disks and documentation

Description: This computer program provides a comprehensive schedule of classes. It will schedule classes for up to 1400 students and 250 courses, fulfilling 99% or more of the student's course requests. The system will analyze the number of sections of each course which are required; the administrator then specifies the schedule restrictions, such as requesting that all French classes be non-overlapping if only one French teacher is available. As many of these variables can be added to the system as are needed. THE CLASSIFIER uses this information and the student requests to produce a master schedule. The administrator assigns specific teachers and rooms to each course section, whereupon the system will print out individual student schedules, class rosters for each section, teacher schedules, and room usage lists. It contains many of the same features of CLASSIFIER II but only schedules one semester at a time.

CLASSIFIER TOOLKIT

Summary: The CLASSIFIER TOOLKIT contains a number of utility programs for the CLASSIFIER.

Hardware: Apple II+, IIc, IIe, 48K, two disk drives, 80-column printer

Intended Users: School administrators, counselors

Contact(s): Surfside Software

Cost: $195.00, includes disk, backup, and documentation

Description: This kit will enable the user to test for pseudo-students, alphabetize and print schedules, tally and print the head count for each section, list teachers and their free periods, and change the number of periods in the day. *(This description pertains to the version developed in 1985.)*

CLASS SCHEDULING SYSTEM

Summary: This program removes the drudgery from scheduling by hand for enrollments of 150 to 1200.

Hardware: Apple II, one or two disk drives, printer

Intended Users: Administrators

Contact(s): K-12 MicroMedia

Cost: $395.00, includes disk, manual; preview disk for $25.00

Description: Using the scheduling matrix of the user, this program handles up to 9 periods a day, 10 requests per student, 1,200 students, and 400 courses per grade. It allows the user to set maximum class size, prioritize classes, balance sections enrollment, set alternate selections, and schedule multiple sections and multiple periods. It prints alphabetized class rosters, student schedules, and places student ID number and grade on all forms. It will not create a master schedule, however. *(This description pertains to the version developed in 1987.)*

FUTURE SCHEDULING

Summary: FUTURE SCHEDULING creates a schedule of classes and student schedules for an upcoming term.

Hardware: Apple series, 5MB hard disk, and printer

Intended Users: Administrators, counselors and clerical personnel

Contact(s): Essertier Software Corp.

Cost: $2,500.00

Description: FUTURE SCHEDULING creates the best possible schedules with high speed and minimum effort. It can schedule 3,000 students with as many as 4,000 classes for 8 periods. Computer entry is by either typing or optical reader. The courses offered are typed in first, followed by the students' names and their requests. The program then provides a course request count which helps determine how many classes are required for each course.

A conflict matrix (simultaneous requests for a pair of courses) helps decide which classes should not be scheduled at the same time. Class schedules can then be typed in. Results are provided in four formats: class loading, student schedules, students with conflicts, and class rosters. Special requests can be made for each student.

FUTURE SCHEDULING becomes CURRENT SCHEDULES when the SCHOOL DIRECTOR administration software is installed.

REGISTRAR

Summary: REGISTRAR builds a suggested master schedule, with schedule priorities on all classes, individual class load limits, balanced class loads, and printouts in many formats.

Hardware: Apple II, 48K, Applesoft, DOS 3.3, two disk drives, and printer or Corvus and Sider hard disk; IBM PC and compatibles, two floppy drives or hard disk

Intended Users: Administrators, counselors, and clerical staff

Contact(s): Southeastern Educational Software

Cost: $595.00 for the floppy version, which includes four diskettes, manual, and six-month support; $795.00 for the hard disk version

Description: This software produces student class schedules for up to 1600 students on floppy or 2499 students on hard disk. REGISTRAR produces course request tallies from individual student requests. Automatic trial master schedule generator and conflict matrix help with establishing the schedule. The Multiple format of the master schedule provides printouts by teacher, course or period. Course section sizes are set section by section. The automatic scheduling algorithm examines priorities and up to 6000 combinations of possible schedules for each student, automatically balances loads, prints students' schedules, and alphabetizes class rolls and home room rosters. Schedules can be printed in numerical or home room order. Schedules can also be printed on 3x5 locator or Rolodex cards. The program prints pre-registration choice report for parents to verify students' course choices. There are also drop/add procedures for each student or for each class section.

SASS

Summary: SASS is a package which will set up a master schedule; match course requests with available courses; and print student programs, teacher assignments and class lists.

Hardware: IBM PC, 128K; Apple II series, DOS 3.3, 48K, a 132-column printer, one disk drive for up to 1000 students and two drives for up to 2000 students

Intended Users: Junior high and high school counselors and administrators

Contact(s): Cambridge Career Products
Jefferson Software

Cost: $275.00 for one disk and documentation; no additional charge for improvements and new versions; available for free 15-day approval period

Description: This program will build a schedule using student choices; balance class loads; and print class lists, teacher assignments and student programs. The schedule allows up to 70 teachers and 10 class periods per day. Standard classes allow variable sizes of up to 100 students; 9 courses may be specified to have unlimited size. An automatically generated list of schedule conflicts explains why certain assignments could not be made. Extensive editing capabilities allow changes to be made in the schedule, the list of student's class selections and the solution. Solutions may be generated at the rate of about 200 per hour. SASS includes these programs: Building/Editing Schedule File, Building/Editing Student File, Solution Generation, Editing Solution, Print Programs, Teacher Class Roster, Student Registration Letters, Class List, Solution Files, and Conflict Files.

THE SCHEDULER

(For Training Departments)

Summary: Scheduling with this software lets the user make maximum use of rooms and instructors.

Hardware: IBM PC, 384K

Intended Users: Agency or corporate training administrators

Contact(s): Silton-Bookman

Cost: $595.00

Description: THE SCHEDULER avoids double-booking of rooms and instructors, and allows changes to be made quickly. It can schedule classes 24 hours a day, seven days a week, for years ahead. The user has instant access to view, change, and print thousands of instructors, rooms, and classes in various formats.

STUDENT SCHEDULER

Summary: This program assists in preparing student class schedules for up to 1000 students, 200 different courses, and 120 teachers.

Hardware: Apple II, 64K, 80-column card, two drives; IBM PC, PCjr., 128K

Intended Users: School staff, counselors, administrators

Contact(s): Intellectual Software

Cost: $295.00

Description: Student course preferences are entered first; then the staff enters teachers' names and the courses they are eligible to teach. Guided by this information, the administrator creates class schedules, and the program schedules students into the classes. Changes and refinements can be made by classes, students, or teachers and the scheduler can be run again. It will print out a schedule for each teacher and student. Information can be sorted. Student names can be entered via keyboard or from the Student database program. *(This description pertains to the version developed in 1985.)*

STUDENT SCHEDULING SYSTEM

Summary: STUDENT SCHEDULING SYSTEM is a powerful, complete package written for non-technical users.

Hardware: Commodore 8032, 8050, disk drive

Intended Users: Administrators and clerical personnel

Contact(s): Cow Bay Computing

Cost: $3,500.00; a 90-day trial with no obligations is available for a limited time

Description: The system will schedule up to 3000 students with 21 prioritized courses, 1000 courses, and 1000 teachers. All features can be used throughout the entire school year. Lists from the student database can be fully edited and printed out alphabetically by home room, counselor, grade, year of graduation, school, or student number. Printing options include: verification lists for each student; a room utilization chart; master schedule by course, teacher, room or period; teaching schedules; and student schedules with or without unhonored requests. Mass adds and drops can be made for courses.

ADA: ATTENDANCE DATA ANALYST

Summary: Attendance records can be kept for 1600 students for 180 days.

Hardware: Apple II, 48K, Applesoft, DOS 3.3, two disk drives, printer; available on Corvus and Sider hard disk; IBM PC and compatibles

Intended Users: Administrators, counselors, and clerical staff

Contact(s): Southeastern Educational Software

Cost: $595.00, floppy; $795.00, hard disk

Description: ADA keeps attendance records for 1600 students for 180 days. It keeps biographical data, 12 attendance classifications, days on roll, and summary reporting. Classroom attendance records are consolidated into school summary reports. ADA includes a home room roster and daily absentee lists and tardy lists. It prints individual student data, mailing labels, end-of-month reports and yearly totals. It has a flexible calendar which fits the individual's school year. The program prints alphabetized student lists and absence warning lists.

THE ATTENDANCE MASTER

Summary: THE ATTENDANCE MASTER handles complete attendance for unlimited classes with up to 38 students per class.

Hardware: Pet; Commodore 64

Intended Users: Teachers and administrators

Contact(s): Melcher Software

Cost: $39.95 for disk

Description: Attendance categories include full make-up, no make-up, pre-excuse, limited make-up, tardy, absent for school-sponsored event, absent (status unknown), or not absent. Additional categories can be defined where desired.

Class lists can be alphabetized and the entire or partial attendance record for all or selected students can be printed. Additions, deletions, or changes in names or attendance data can easily be made.

ATTENDANCE PROGRAM
(For Large or Small Schools)

Summary: This program manages attendance records and automates average daily attendance reporting. It keeps detailed records of classroom attendance, and tardiness data, and automatically prepares reports on average daily attendance. It can be used by large or small schools.

Hardware: Apple II series, Applesoft, two 5-1/4" drives; IBM PC and compatibles, 512K or more; hard disk for large schools

Intended Users: Attendance personnel, counselors, administrators

Contact(s): K-12 MicroMedia

Cost: Apple: $299.00 for 1-800 pupils; $375.00 for 801-2400 pupils
IBM: $299.00 for 1-1400 pupils; $375.00 for 1401-2800 pupils

Description: THE ATTENDANCE PROGRAM allows either the direct entry of homeroom rosters or their creations from class rosters generated by CMA's separately available classroom scheduling system. Homeroom absence, and optionally all other class periods, may be entered along with tardiness information to prepare a daily preliminary master absence sheet. Absences and tardies may be later marked as "excused" or "unexcused" before they are compiled into the continuing attendance record system.

Actual average daily attendance data, or estimates based on homeroom attendance, are always available for reporting to funding agencies. The system maintains a complete audit trail to validate reported figures. It prepares student reports as necessary to substantiate funding requests.

The system can be used alone or in connection with CMA's GRADE REPORTING and/or SCHEDULING SYSTEMS. It can be used by large or small schools.*(This description pertains to the updated version developed in 1988.)*

ATTENDANCE SYSTEM

Summary: This program can accommodate attendance for ten periods a day. It prints daily reports, and quarterly and yearly accumulations.

Hardware: Any computer system that operates under CP/M, CP/M86, MS DOS, or PC DOS. Also a dual, 360KB/disk drive microcomputer, 64K RAM and standard 132-column printer.

Intended Users: Administrators, counselors, and support staff

Contact(s): AS/TECH

Verticon

Cost: $550.00, Version 4.0

Description: This program provides sixteen user-defined codes each for enrollment, withdrawal, absence, and non-session days; up to 10 periods a day; period-by-period and daily absence; flagging of user's absence limits; and quarterly and yearly accumulations for state reporting. It prints daily absence lists, telephone call lists, and a windowed mailer of absence records. It interfaces with the SCHEDULING/GRADING SYSTEM.

INSPECTOR

Summary: The INSPECTOR is a comprehensive attendance package that provides all the information needed for pupil accounting.

Hardware: Apple II, IIe; TRS-80 Models III, IV, 48K; IBM PC, 256K, two disk drives, 80-column printer

Intended Users: Administrators and attendance personnel

Contact(s): Career Aids, Inc.
Opportunities for Learning
Surfside Software

Cost: $345.00 for disk, backup, manual

Description: The INSPECTOR is a comprehensive attendance package that operates on the assumption that all students are present unless otherwise indicated by the user. Files are organized so that student records can be easily accessed to display an entire semester of attendance status at a glance. A skip list function is provided on a monthly basis for up to 8 periods per day. Headings are: Present, Dismissed, Half-Absent, Excused Half-Absent, Enter, Withdrawn and Non-Member. Up to eight categories may be defined for absence, enter and withdrawn. The program is divided into 3 major parts: programs to set up files and enter definitions; programs to enter, edit and display absences, and other information; and programs to generate various totals for state reports or transfer to the next semester. The INSPECTOR is fully compatible with The CLASSIFIER (for scheduling) and The REPORTER (for report cards). *(This description pertains to the updated version developed in 1984.)*

INSPECTOR II

Summary: This is a comprehensive attendance package for schools with up to 2500 students.

Hardware: IBM PC or compatibles, 10 or 20MB hard disk, 256K memory, 80-column printer

Intended Users: Administrative personnel

Contact(s): Surfside Software

Cost: $345.00

Description: This software is compatible with the DIRECTOR, the CLASSIFIER II, and the REPORTER II.

The INSPECTOR II will:

- generate summary reports for attendance accounting,
- define up to 14 statuses of period-by-period attendance,
- display individual student records for all semesters at the same time,
- define "unlimited" sub-categories for all major categories except "Present" and "Non-Member." Total number of sub-categories must not exceed 255 but may be apportioned to the categories chosen by the user,
- search for "chronic in status" using any desired set of sub-categories,
- search of period-by-period records for students with more than a threshold amount of any combination of statuses in any period of the day, and
- summarize period-by-period attendance on a monthly basis.

PRIMARY ATTENDANCE SYSTEM

Summary: This program is similar to ATTENDANCE SYSTEM, with two periods per day limit.

Hardware: Any computer system that operates under CP/M, CP/M 86, MS-DOS, or PC-DOS; requires 360KB drive, 64KB RAM, and printer; hard disk recommended

Intended Users: Administrators, counselors, and support staff

Contact(s): AS/TECH

Cost: $350.00, includes software license, documentation, media

Description: See ATTENDANCE SYSTEM. This system interfaces with PRIMARY GRADING SYSTEM (PGS) by AS/TECH. *(This description pertains to the updated version developed in 1987.)*

SCHOOL ATTENDANCE MANAGER

Summary: The capabilities of SCHOOL ATTENDANCE MANAGER include registers, lists, rosters, and letters for individual students, classes, special groups, and the entire school.

Hardware: Apple series; IBM PC; TRS-80 Models III, IV, two disk drives; a 132-column printer is required for registers; an 80-column printer

Intended Users: Administrators, counselors, and support staff

Contact(s): Cambridge Career Products
K-12 Micro Media

Cost: $240.00 for software and guide (Cambridge)
$290.00 for small school version, up to 800 students
$375.00 for large school version, up to 2400 students (K-12 Micro Media)

Description: This easy-to-use program will automate the attendance needs of any size school. Each pair of disks stores data for 696 students.

- It prints state-required monthly attendance registers, homeroom lists, class rosters, letters to parents, and lists of students who have been absent more than a specified number of days.
- It keeps track of daily and cumulative tardies, half days, religious excuses, withdrawals, home instruction and absences. All entries can be changed when necessary and there is a provision for excused or unexcused absences or tardies.
- It can display or print an individual's attendance record—or the entire school's. It will automatically generate letters to parents of students who have been out for a multiple of four days, and it will list all who have been absent for two consecutive days.
- It will print mailing labels. The Master Disk File stores such essential data as student names and addresses, birthdates, codes, telephone and homeroom numbers, and sex.
- It has a reset feature so graduating students can be cleared and the remainder of the school need not be reentered.

SCHOOL REGISTER

Summary: Required record-keeping on student attendance is performed by this program.

Hardware: IBM PC, PCjr.; Apple

Intended Users: Teachers and staff

Contact(s): Intellectual Software

Cost: $145.00

Description: All the information now kept in the school register—student names, tardiness, absence, excuses, etc., is entered and stored on the computer. Student names can be read in from the keyboard or from files already kept by STUDENT database. Daily entries of absences can be done quickly. The program also allows analysis of attendance data, by student and for the school as a whole. Printouts are provided, including daily absence lists, and optional form letters home to parents. Up to 2000 students' records can be kept on a single disk.

THE ENFORCER or THE ENFORCER II

Summary: THE ENFORCER records individual student behavior, analyzes trends, and tracks discipline for a school.

Hardware: THE ENFORCER: IBM PC, 256K, one disk drive; Apple IIc, IIe, extended 80-column card, 128K, two disk drives; 80-column printer required; THE ENFORCER II: IBM PC, hard disk

Intended Users: Principals, assistant principals, counselors

Contact(s): Surfside Software

Cost: THE ENFORCER: $295.00, includes disk, backup, and manual
THE ENFORCER II: $495.00, includes disk, backup, and manual

Description: THE ENFORCER: This program can define 255 offenses and 255 responses and can display or print by type of offense, individual student history, teacher or administrator, and by action and offense to see consistency. Records can be edited to include further follow-up actions, add new students and actions, or put in new offense descriptors. THE ENFORCER can search for chronic offenders.

THE ENFORCER II: This program is faster and more powerful than THE ENFORCER. Dates can be entered for follow-up actions, allowing retrieval of interview dates. THE ENFORCER allows punishment actions to be "weighted." Then the program can search for and summarize information by other dimensions. It provides space for an anecdotal remark unique to each incident, 24 demographic data fields, and the ability to mail merge letters.

(This description pertains to the updated version developed in 1988.)

SCHOOL DISCIPLINE MANAGER

Summary: Student infractions can easily be recorded, monitored, and/or reported.

Hardware: Apple; TRS-80

Intended Users: Assistant principals and guidance counselors

Contact(s): Cambridge Career Products
K-12 Micro Media
Opportunities for Learning

Cost: $150.00 for the small school version (up to 800 students); $200.00 for the large school version (up to 2400 students)

Description: SCHOOL DISCIPLINE MANAGER tracks 29 different infractions in up to 15 different locations by a very simple coding system. It includes dates of infractions, type, location, teacher involved, disposition, and administrator involved.

The available reports include:

- An individual student's entire discipline record which is invaluable when several administrators have handled different disciplinary incidents
- All infractions for a particular teacher
- All infractions for an individual administrator
- The number of each type of infraction, which permits administrators to focus on their main problem or problems

- Two monthly suspension reports: student names and the number of students by sex
- Pre-addressed letters to parents
- Mailing labels
- Homeroom lists
- School or class rosters

CLASSMATE

Summary: CLASSMATE will help manage class records, compute grades, analyze information, and produce reports.

Hardware: Apple II+, IIc, IIe; IBM PC, PCjr., printer

Intended Users: Instructors

Contact(s): SVE, Inc.

Cost: $49.95, includes disk and manual

Description: Teachers enter a maximum of 51 student names and identification codes for an unlimited number of classes. Other entries can be letter or number grades, attendance, personal comments, work assignments, etc. The records can be revised, sorted by various means, and ranked. Grades can be computed using weighted averages for individual tests or for the grading period. The program will analyze attendance, marks, and other statistics and produce reports and graphs illustrating averages, percentages, distribution curves, etc.

COMPUGRADE

Summary: COMPUGRADE computes averages and letter grades and has a host of other features.

Hardware: Pet; Commodore 64

Intended Users: Instructors and teachers

Contact(s): Melcher Software

Cost: $39.95, includes disk and documentation

Description: This program provides many options, such as dropping the lowest test and printing a class list in alphabetical or rank order. It can print cumulative averages for individual or all students in a specified class. Class means and standard deviations are calculated and can be printed for each class. Tests may be weighted and any lettering scale used with pluses and minuses. Any number of classes can be entered. The program allows editing and is completely menu-driven.

ECS COMPUTERIZED GRADEBOOK

Summary: This program provides a statistically accurate method of keeping students' scores, assigning grades, and printing reports.

Hardware: IBM PC, PCjr., 128K, color graphics board, monitor; Apple II series, monitor and one disk drive; Tandy 1000, 1200, 3000

Intended Users: Teachers

Contact(s): Electronic Courseware Systems, Inc.

Cost: $49.95, includes one diskette

Description: All data is entered from the keyboard, with clear, menu-driven instructions. For the IBM, features include up to 75 names, 32 assignments, and 9 classes; the Apple II will accept up to 50 names with 10 assignment scores per class. Both versions feature computed final score and letter grades; scores individually weighted; distribution of any score set; roster listed by name or by grade; assigning of letter grades; addition/deletion/change of any data at any time; and hard copy. Programs and data can be retained on a single diskette with password security.

ELECTRONIC GRADE BOOK

Summary: Teachers will use this program for many tasks relating to scoring and figuring grades.

Hardware: Apple II, 64K

Intended Users: Teachers

Contact(s): Intellectual Software

Cost: $79.95

Description: This program will hold up to 40 students' names per class, up to 40 grades per marking period, and unlimited working periods per year. Teachers can enter grades as letters, numbers, or a mixture. The number of correct answers can be converted to a percentage; the percentage can be converted to a letter grade. Grades may be assigned weights or excluded from the student's average. Point values from tests and individual scores may be changed. Printouts are available for: term average; warning list; grade list by name or number; grade distribution; individual student's grades; students who have missing grades and need makeups; and test score analysis by high, low, median and mean scores.

ELEMENTARY GRADEBOOK

Summary: This program can be used by teachers to keep grades and print reports.

Hardware: Apple II

Intended Users: Teachers

Contact(s): Computer Using Educators (CUE)
Softswap

Cost: $15.00, includes disk and documentation

Description: This program allows up to 40 students per class and 20 subjects per class. The teacher can input grades as percentages, letters, or raw scores (which are automatically converted to a percentage). Grades can be weighted. Reports can be printed for each pupil or the entire class. The teacher can write up to six lines of personal comment for each student.

GRADEBOOK PLUS

Summary: This easy-to-use program provides the teacher with a gradebook that keeps records and generates statistical information for any student in the class or for an entire class on a test.

Hardware: Apple II,+, IIc, IIe, IIGS, 64K, one disk drive, printer recommended; IBM PC, PCjr., 128K, one disk drive, printer recommended

Intended Users: Teachers who use a numerically-based grading system from elementary school through college

Contact(s): AAVIM
Cambridge Career Products
Educational Microcomputer Associates, Inc.

Cost: 1986 edition is $59.95 for individual version, and $150.00 for school-wide license; older versions may cost $39.95 or $49.95

Description: The teacher first enters students' grades and can then request the program to print a student report or a class report, to do an analysis on a test, or to figure grades and percentages. The teacher can use a different grading scale for each class. GRADEBOOK PLUS is easy to use and make changes to and gives the user considerable control. A Mini Word Processor is included for producing customized student reports.

GRADE MASTER

Summary: This program will store, compute, convert, and average grades for a classroom.

Hardware: TRS-80 Models III, IV, 48K; Apple II, 48K

Intended Users: Teachers

Contact(s): Random House

Cost: $79.95

Description: Teachers enter categories of grades (homework, weekly quizzes, essay, finals, etc.) and assign a weight to each category. Students can be added and dropped and weights changed at any time. The grades are entered numerically and the computer can convert them to letter grades. Teachers can use the standard numerical/letter grades (A=100-90; B=89-80, etc.) or devise their own. The program will figure averages, means, and standard deviations. Results of a test can be printed giving students' names or numbers with grades. This program will not produce report cards.

GRADER

Summary: THE GRADER is a teacher's grade book program.

Hardware: Apple II+, IIc, IIe, 48K; TRS-80 Models III, IV; IBM PC, 256K, two disk drives

Intended Users: Teachers

Contact(s): Surfside Software

Cost: $49.95, includes disk, backup, and documentation; $395.00 for the ten pack

Description: THE GRADER is designed to help teachers keep track of grades for homework assignments, tests, classroom participation, and for any other group of grades. Each data disk will store information for up to nine different courses. Each course may have up to 75 students and 100 assignments per student. The program will print out the grades for a single student as well as the average class grade and grade distributions. Numeric or letter grades may be used. Once the type of grade is chosen, that type must be used for all grades on that data disk. Letter grades are given weighted values of the user's choice. The weights may be changed at any time. "Other grades" such as withdraw/pass, withdraw/fail, etc. may be included. A student may be excused from an assignment by entering an "X" as the grade for that assignment. THE GRADER is compatible with THE REPORTER (a report card generating program) and the teacher may copy grades directly from THE GRADER to THE REPORTER without retyping. *(This description pertains to the version developed in 1984.)*

GRADES MANAGER

Summary:	This program handles the processing of grades for teachers from first grade through college.
Hardware:	Apple IIe, IIGS; IBM PC, XT, AT; Tandy 1000 or compatibles, 256K
Intended Users:	Teachers and instructors
Contact(s):	Indian Head Software
Cost:	The locked version is $29.95; unlocked versions are $79.85
Description:	THE GRADES MANAGER UPPER DIVISION is designed for high school and college teachers. THE GRADES MANAGER LOWER DIVISION is tailored for pre-secondary teachers.

Both GRADES MANAGERS perform the following tasks: create a class roster, report headcount, alphabetize class roster, add or delete a student at any time, enter and edit grade data, compute class averages numerically or by letter (plus/minus supported), use teacher-assigned grade weights, compute standard deviation, carry over a class roster from one grading period to the next, print grade reports bearing either student's name or identification number, print grade reports for a single student or the entire class, print reports showing all grades on file for the entire class in row-column format, add extra subset of all grades, restore dropped grades at any time, copy grade report final distribution, use teacher-assigned numerical standards for letter grades, report space left on disk, report how many classes can be added to the disk, locate students with work not completed using special search option, rank students by final grade from highest to lowest, set up cumulative files to handle semester exams, and more.

J & S GRADEBOOK

Summary:	J & S GRADEBOOK, formerly APPLE GRADE BOOK, is a grade recording system which can manipulate the data in a variety of ways.
Hardware:	Apple IIc, IIe, 48K, 3.3 or ProDOS
Intended Users:	Teachers and counselors
Contact(s):	Career Aids, Inc. J & S Software Opportunities for Learning
Cost:	$49.50 for one disk and documentation; $5.00 for demo copy
Description:	This grade recording system for the Apple can handle up to 50 students per class, with an unlimited number of classes, and up to 55 grades for each student. The teacher has the option of averaging and weighing grades and can keep track of students who have been absent from an activity. An elementary school option permits the teacher to use the same student names for different subjects. Other features include a listing of each student's record, class records, sorting by name and grade, standard deviation, grade conversions, histograms of student

averages, complete records, sorting by name and grade, complete editing and correction capabilities, and backup class files. Individual student progress reports provide averages for every class category such as tests and quizzes. The program will print gradebook pages, progress reports, and record incompletes. *(This description pertains to the updated version developed in 1988.)*

MASTER GRADES

Summary: MASTER GRADES is a program to help teachers keep, manage and figure grades.

Hardware: Apple; Commodore 64

Intended Users: Teachers

Contact(s): Intellectual Software

Cost: $39.50, includes one disk

Description: MASTER GRADES produces alphabetized pages for the gradebook; alphabetized grade summaries by grade level, subject or class; and three kinds of progress notes to parents and daily reports in alpha or percentage order on all classes. It works on a point system up to 9999 points. Points are converted to percentage and from there to a letter grade determined by a teacher-entered scale. MASTER GRADES holds 200 names.

PRIMARY GRADING SYSTEM

Summary: This is a program of class enrollment and student grading for primary schools. It includes report card printing and transcripts.

Hardware: Any computer system that operates under CP/M, CP/M 86, MS-DOS, or PC-DOS; requires 360KB drives, 64KB RAM, printer; hard disk recommended

Intended Users: Administrators, counselors, and support staff

Contact(s): AS/TECH

Cost: $350.00, includes software license, documentation, media

Description: This program provides course scheduling of teachers, rooms, and students for one period per day. It allows grading of 18 user-defined categories, and prints report cards and transcripts. It interfaces with PRIMARY ATTENDANCE SYSTEM. *(This description pertains to the version developed in 1987.)*

RECORDS

Summary: RECORDS is a recordkeeping and grade recording system that has many options.

Hardware: TRS-80, Models III, IV, 32K, one floppy disk drive; printer recommended

Intended Users: Teachers and counselors

Contact(s): Opportunities for Learning, Inc.
Shenandoah Software

Cost: $69.95 for disk and comprehensive manual; manual alone is $9.95 from Shenandoah

Description: RECORDS will handle classes of up to 200 students with up to 16 evaluations during a term. Comprehensive student information can be selectively recalled and displayed on the screen or on a printer, including class listings that show a student's complete evaluation history with ranking, and class statistics that display the mean, standard deviation, and frequency histogram of each evaluation. RECORDS also performs complex grade computations using weighted evaluations, best scores only, mandatory items, extra credit, and other options. Class rosters and evaluation grades are easily edited at any time. It automatically alphabetizes names, uses up to 9-digit ID numbers, and stores up to 450 names on disk.

SUPER GRADE BOOK

Summary: This program provides computerized record keeping for assignments and tests and will calculate averages and other statistics.

Hardware: Apple II series

Intended Users: Teachers

Contact(s): AAVIM

Cost: $39.95

Description: The user inputs students' names or numbers, assignments and test grades. The program averages, summarizes, lists frequency counts, calculates standard deviations and performs other analyses.

CLASS RANKING

Summary: CLASS RANKING is designed to average and rank school classes.

Hardware: Apple series, DOS 3.3, 48K; one disk drive, printer

Intended Users: School administrators, teachers

Contact(s): Jefferson Software

Cost: $49.95, includes disk and documentation

Description: The program will support any system for weighing grades. After the class has been ranked, the results may be printed in various formats. All records may be easily listed or edited. *(This description pertains to the version developed in 1985.)*

NOTIFIER

Summary: This program generates mid-term progress reports for up to 1500 students (Apple) or 2000 students (IBM).

Hardware: Apple IIc, IIe, IIGS; IBM PC and compatibles, two 5-1/4" drives, 80-column printer

Intended Users: School administration, staff

Contact(s): Surfside Software

Cost: $295.00

Description: This program can be used in conjunction with THE REPORTER, THE CLASSIFIER or as a stand-alone system. The user may define up to 64 comments (Apple), or 255 comments (IBM), any three of which a teacher may select to be printed on a student's progress report. This may be entered from the keyboard or from a parallel data entry system ("teacher" disks). Once all the information has been entered, the program searches for all data on a student and prints a one-page progress report on the data entered. If no data has been entered for any student, no report is printed for that student. It can provide useful statistical analyses of student progress data, and track who has or has not returned his/her signed report. *(This description pertains to the version developed in 1985.)*

PARENT REPORTING

Summary: This program allows a teacher or counselor to produce reports and messages with common and individualized comments to be sent to parents.

Hardware: Apple II series

Intended Users: Teachers and counselors

Contact(s):
Career Aids, Inc.
EISI
Hartley
Opportunities for Learning, Inc.

Cost: $39.95 for one disk and documentation; lab packs of five disks for $79.95; $10.00 for backup.

Description: This "mini word processor" lets teachers send personalized messages home with each student in the class. Ten standard phrase messages can be used; such as, descriptions of activities for the week or month. Each student's name can be inserted at any point on his or her individual message with the standard phrases. ("Sally took part in our class discussion this week.") Sixteen subject areas, activities, or work habits and grades can be listed in the message. The program holds up to 50 students.

REPORT CARD GENERATOR

Summary: This program can prepare student report cards.

Hardware: Apple

Intended Users: Staff

Contact(s): Intellectual Software

Cost: $95.00, includes one disk

Description: Student report cards can be prepared efficiently and accurately with this system. Letter or number grades for up to ten subjects are entered for each student; entries can be made by each teacher or by office personnel. Printouts of each student's report card are done on computer-generated forms with school name and other information. In addition, teacher-by-teacher grade lists can be printed or displayed. Student names can be read in from the keyboard or from STUDENT database files. Up to 1000 students' records can be kept on a single disk.

REPORTER

Summary: This is a report card package which can handle 1500 students with 15 classes each for the year. It can copy data from THE CLASSIFIER.

Hardware: Apple II, IIe, 48K, DOS 3.3; TRS-80, 48K; IBM PC, 256K, two 5-1/4" drives, 80-column printer

Intended Users: Administrators and clerical staff

Contact(s): Career Aids, Inc.
Opportunities for Learning, Inc.
Surfside Software

Cost: $495.00, includes one disk and documentation

Description: This computer program is a complete report card package. It will handle up to 3000 students (IBM) each of whom may have up to 15 different courses during the school year. This program enables teachers to enter the name of the school and its grading system; prepare the files for the beginning of a new school year; copy from THE CLASSIFIER or manually enter student's name, grade, file number, and course names into the new records; enter and edit grades; print report cards; find missing grades; print class rank; and print a failure list. Capabilities include: Definitions, Set Up for a New Year, Copy Semester from THE CLASSIFIER, Get Attendance Data, Enter Course Grades, Edit Grades, Print Report Cards, Find Missing Grades, Print Class Rank, and Print Failure List. It supports up to 250 courses.

REPORTER II

Summary:	THE REPORTER II is a report card generating program for a hard disk.
Hardware:	IBM PC, XT, 256K, 10-20MB hard disk, 80-column printer
Intended Users:	Administrators, clerical staff, teachers
Contact(s):	Surfside Software
Cost:	$595.00, includes disk, backup, and documentation; can purchase an optional optical mark card reader program for $90.00
Description:	THE REPORTER II has all the features of THE REPORTER, with these additional features: it runs twice as fast on hard disk (no disk swapping); 10 marking periods; up to 13 courses per student; up to 2500 pupils; number grades 0-100 plus 154 letter grades; additional ways to assign grade values and credit; up to 255 different comments; and works with THE DIRECTOR to build a four-year transcript. *(This description pertains to the version developed in 1987.)*

REPORTER. TOOLKIT

Summary:	This program contains features to enhance THE REPORTER.
Hardware:	Apple II series
Intended Users:	School administration, staff
Contact(s):	Surfside Software
Cost:	$195.00
Description:	THE REPORTER TOOLKIT can:

- provide grade distribution by teacher or course
- create an honor roll based upon students who have no grade below "X." (The user may exempt selected courses from consideration in the honor roll; allows two levels of honor roll—high honors and regular honors.)
- alphabetize and print a list of names of students
- change partial credit definitions and print sample report cards to show the results of the current partial credit definitions
- capture period-by-period skips from THE INSPECTOR and schedules from THE CLASSIFIER, combine these and print out a class-by-class skip record for each student
- change number of periods in the day
- search for grades within specified perimeters

(This description pertains to the version developed in 1985.)

TRANSCRIPT (Report Card)

Summary: TRANSCRIPT prints report cards for up to 1600 students on floppy disk or 2499 on hard disk.

Hardware: Apple II with 48K, Applesoft, DOS 3.3, two disk drives and a printer; also on 3-1/2" floppy drives and Sider and Corvus hard disk; available for IBM PC and compatibles in spring of 1988; Scan-Tron entry available

Intended Users: Administrators, counselors, and clerical staff

Contact(s): Southeastern Educational Software

Cost: $595.00 floppy or $795.00 hard disk, both include disks and documentation

Description: TRANSCRIPT prints report cards and grade labels for permanent records. It will print letter or number grades and prints absences and conduct grades. Cumulative averages are kept and ranked lists can be printed. Two types of honor rolls and failure lists are generated. TRANSCRIPT prints alphabetized lists of students and verification sheets for teachers by keyboard, with Scan-Tron sheets or teachers may have their own disks to transfer to the main disk. TRANSCRIPT interfaces with REGISTRAR, and all student and class data can be transferred by disk menu. *(This description pertains to the updated version developed in 1986.)*

ACCOUNTANT
(For Training Departments)

Summary: This program helps training departments prepare a training budget, track costs, manage inventories, and analyze expenses.

Hardware: IBM PC, 384K, hard disk

Intended Users: Agency and corporate training administrators

Contact(s): Silton-Bookman

Cost: $795.00

Description: THE ACCOUNTANT is an integrated budgeting, cost tracking, and inventory management system for the training function. It can be used alone or with THE REGISTRAR and THE SCHEDULER. It will track expenditures by item, cost category, and cost center; display material usage; reorder points and inventory levels by month or accounting period; compare actual expenses with budget forecasts; analyze budgets and costs by contact hour, seats, sessions, month, or other variables; and link with Lotus 1-2-3 for further analysis and graphic capabilities.

BOOKKEEPER

Summary: This program generates book and/or lab fees.

Hardware: Apple IIc, IIe, IIGS, two disk drives, 80-column printer; a slave to THE CLASSIFIER program

Intended Users: School administrators

Contact(s): Surfside Software

Cost: $195.00, includes disk, backup, documentation

Description: THE BOOKKEEPER is a program that generates bills for book or lab fees. It works as a slave to THE CLASSIFIER. Run THE CLASSIFIER through program 8 (print student schedules). After this, run THE BOOKKEEPER to generate bills.

Before one actually runs the bills program, one must tell the computer what fee each course carries. Fees can range from 0 to $325.00. In addition to fees for regular courses, there are up to 9 optional fees that a student may be required to pay. The user can choose the default condition (yes/no) for each optional fee.

(This description pertains to the version developed in 1985.)

BURSAR

Summary: This is a computerized financial program which provides receipts, printed reports, and financial statements.

Hardware: Apple II, IIe, 48K, DOS 3.3; disk drive required; TRS-80 Models III, IV, 48K

Intended Users: Personnel dealing with funds for extra-curricular activities.

Contact(s): Cambridge Career Products
K-12 Micro Media

Cost: $195.00, includes disk and documentation

Description: BURSAR, a computerized financial program, keeps track of funds for such extra-curricular activities as athletic teams, marching bands, newspapers, yearbooks, scholarships and student councils. It provides everything from receipts to printed reports. The user can generate financial statements, bank reconciliations and reports of each day's transactions. With BURSAR the user is able to open, close and update accounts, monitor accounts on video display and accommodate up to 250 fund accounts (each with a maximum of 40 transactions per month) and 99 asset accounts. This program has clear and precise documentation that makes it efficient and easy to use.

CLUB ACCOUNTING SYSTEM

Summary: This is an accounting system for class, club, and student body funds.

Hardware: Any computer system that operates under MS-DOS, CP/M and CBASIC2. Also a dual, 360KB/disk drive microcomputer, 64K RAM and standard 132-column printer or MS-DOS, hard disk recommended

Intended Users: Counselors, student activities directors, support staff

Contact(s): AS/TECH

Cost: $250.00

Description: This program provides a unique and powerful building level accounting system for class, club and student body funds. It has a user-defined account structure to 10 digits, full double entry for cash-on-hand status, and savings certificates. It prints clean, easy-to-read reports and audits documents. The system includes vendor file with year-to-date totals.

SCHOOL LEDGER-REPORT SYSTEM

Summary: This school accounting package maintains activity fund transactions on diskette and prints detailed reports.

Hardware: IBM PC, XT, AT, PC/2, or compatibles, 256K, two disk drives, or one floppy and one fixed drive. DOS 2.0 or higher. TRS-80 Models III, IV, 48K, two disk drives; 132-column lineprinter (reports printed on 14 7/8" x 11" forms)

Intended Users: Administrators, clerical personnel

Contact(s): Shenandoah Software

Cost: $179.00, includes diskettes and manual for first school, each additional school is $89.50

Description: This system has a capacity of ten superaccounts (groups of main accounts) and 99 main accounts with each having up to fifteen subaccounts. Up to 1500 transactions may be processed each month. All transaction data are stored on disk from which many reports can be compiled such as: postings, monthly overall transactions, monthly account summaries, funds transfers, summaries, year-to-date account reports, and year-to-date summary reports. The balance of any account can be viewed quickly. This program saves time, improves organization, reduces bookkeeping errors, and is an excellent audit trail. Maximum fund balance is $9,999,999.99; maximum amount received or disbursed, $9,999,999.99.

ACCOUNTABILITY PLUS

Summary: This is a recordkeeping program for daily counseling activities designed to provide a quick data entry and recall system. It is part two of the ACCOUNTABILITY SERIES.

Hardware: Apple II+, IIc, IIe; IBM PC and compatibles

Intended Users: Counselors, other student services workers, and administrators in schools, agencies, county level, etc.

Contact(s): Computer Concepts, Inc./The Guidance Shoppe

Cost: $79.95 (Apple) or $89.95 (IBM) per program; $195.00 (Apple) or $225.00 (IBM) for complete ACCOUNTABILITY SERIES (THE PLANNING GUIDE, ACCOUNTABILITY PLUS, and COUNSELOR'S NOTEBOOK); may be ordered on approval

Description: This program facilitates counselor accountability with a recordkeeping system. Counselors record daily activities using either the Quick Log or the Detailed Log. The Quick Log includes 11 categories, the Detailed Log includes the same categories, each broken down into detailed subcategories. Information is completely protected from unauthorized use by a password of the counselor's choosing. There are editing features to correct mistakes. A report can be printed for any specified time period, from one day to a final year-end summary. The program calculates the total number of contacts and the total time and percentage of time spent in each category. *(This description pertains to the version developed in 1985.)*

Note: See Section III for a review of the ACCOUNTABILITY SERIES.

ACCUMULATOR II

Summary: Filing and retrieval of student information is made easy by this program which can be custom-designed by the user.

Hardware: Apple II, IIe

Intended Users: Educators with student information responsibilities

Contact(s): Southern Micro Systems

Cost: $99.00, free ten-day previews

Description: The user creates and labels the needed categories in up to 20 Information Fields on each student. Instructions appear on the screen. Information can selectively be retrieved from any combination of fields.

Note: See Section III for a review of this program.

ACCUMULATOR Jr.

Summary: This is a database file for use by classroom teachers.

Hardware: Apple II series, optional printer

Intended Users: Teachers

Contact(s): Southern Micro Systems

Cost: $39.95, includes one program disk, one sample data disk, and manual; free ten-day previews

Description: The program provides 20 information fields, 230 characters per field, easy editing, alpha/numeric sorting, quick search, and (if desired) printed copy. Program can be tailored to classroom record needs.

ADVISOR

Summary: The ADVISOR enables the counselor to perform an up-to-date needs analysis for advisees.

Hardware: Apple II

Intended Users: Schools and colleges, employee development programs

Contact(s): Educational Media Corp.

Description: With ADVISOR, the counselor enters curriculum requirements for a program or major and enters an individual student's personal and academic profile. The program compares the student's profile with requirements, provides advisees with a printed copy of their requirements by component (major, minor, general education, etc.), computes grade point averages, and keeps records of all counseling sessions. Multiple programs can be handled by one ADVISOR disk. *(This description pertains to the version developed in 1983.)*

COUNSELING GOALS SYSTEM

Summary: This computerized management system was designed for the school counselor.

Hardware: Apple II, 48K, one disk drive

Intended Users: School counselors

Contact(s): Educational Media Corp.

Cost: $99.95

Description: Important data on students, including their names, ages, goals, and their plans for the future can be maintained easily and efficiently. The program also allows the sorting and retrieving of information by subject; for example, the names of all 10th grade girls who plan to go to college. The COUNSELING GOALS SYSTEM provides an easy means of maintaining records, "client" notes, and program plans.

COUNSELING NOTES SYSTEM

Summary: COUNSELING NOTES provides a system that can handle up to 450 client records.

Hardware: AppleII+, IIe, 48K, 5-1/4" disk drive, printer, Applesoft, DOS 3.3

Intended Users: Teachers, counselors

Contact(s): Educational Media Corporation

Cost: $39.95, includes backup diskette, student handbook

Description: COUNSELING NOTES SYSTEM provides a readily accessible system which can handle up to 6,000 characters for each of 450 client records. A password system assures confidentiality. The system allows users to search records by name or sex and to obtain complete printouts of any one or all records.

COUNSELOR'S NOTEBOOK

Summary: Record important information on individual and group counseling sessions using this program which is part three of the ACCOUNTABILITY SERIES.

Hardware: Apple II+, IIc, IIe; IBM PC and compatibles

Intended Users: Counselors, other student services workers, administrators in schools, agencies, county level, etc.

Contact(s): Computer Concepts, Inc./The Guidance Shoppe

Cost: $79.95 (Apple) or $89.95 (IBM) per program; $195.00 (Apple) or $225.00 (IBM) for complete ACCOUNTABILITY SERIES (THE PLANNING GUIDE, ACCOUNTABILITY PLUS, and COUNSELOR'S NOTEBOOK); may be ordered on approval

Description: Users can record information using either the Individual or Group Counseling Sections. Precoded choices make entering data quick and easy. A unique `window' keeps relevant codes conveniently visible at the bottom of the screen. A large comments section allows plenty of room for specific information. Word processing capabilities allow the user to easily insert, delete, and edit the information. All information is kept totally confidential by a password.

Numerous printed reports are available including a list of all students/groups; a file of any student/group; a list of all students who need follow-up; and an overall summary with totals for all screen categories. *(This description pertains to the version developed in 1985.)*

Note: See Section III for a review of the ACCOUNTABILITY SERIES.

FORMS MANAGEMENT LIBRARY

Summary: Also known as FormLib, this record management program enables users to create and display forms on the screen and summarize data entries.

Hardware: IBM PC or compatible with 256K memory, and DOS 2.0 or above

Intended Users: Any

Contact(s): TrueBASIC

Cost: $49.95

Description: Features of this program include: defining and creating forms, using short cuts and customizations, and creating master applications with multiple forms. Three example programs are included.

Note: See Section III for a review of this program.

GUIDANCE PARTNER

Summary: This software tracks counselor contacts and organizes information about clients.

Hardware: IBM PC; Apple IIGS

Intended Users: Counselors and administrative staff

Contact(s): Surfside Software

Cost: $495.00

Description: THE GUIDANCE PARTNER allows tracking of counselor contacts by date, referring teacher or person, counselor, contact reason, contact outcome, anecdotal comment, and number of contact minutes. If follow-up dates are included, one can search and list all appointments for a certain date. There are 24 demographic fields to use for things like name and address, SAT scores, or colleges where the student applied. The user can define up to 255 contact reasons and up to 255 contact outcomes. *(This description pertains to the version developed in 1988.)*

INTAKE EVALUATION REPORT, CLINICIAN'S VERSION 2.0

Summary: This software provides a computer-generated summary of the clinician's initial evaluation of the client.

Hardware: IBM PC and compatibles

Intended Users: Mental health practitioners

Contact(s): Psychologistics, Inc.

Cost: $250.00, includes unlimited use diskette; $ 20.00 for a pack of 20 checklists

Description: The INTAKE EVALUATION REPORT summarizes the clinician's initial evaluation of the client with emphasis on behavior often observed as part of a mental status examination. A comprehensive checklist is provided which guides the clinician in evaluating the client with respect to presenting problem, the current situation, physical presentation, mental status, biological/medical status, interpersonal relations and socializations, diagnostic impressions, and recommendations. The evaluation is descriptive in nature and organizes the obtained information in a manner useful for case conceptualization and treatment planning, irrespective of treatment orientation. The report may be printed out and/or written to a text file where it can be revised using a word processor. (Text file option requires two drives.) *(This description pertains to the version developed in 1984.)*

MENTAL STATUS EXAM

Summary: This program is designed to help clinicians prepare an intake evaluation that is professional, comprehensive, and easy to use.

Hardware: Apple; IBM PC, printer

Intended Users: Clinical psychologists, private practitioners and other mental health professionals.

Contact(s): Psychological Psoftware

Cost: $150.00

Description: This software assists the professional to evaluate the following: the patient's physical presentation, current living modality, presenting problems, cognitive and emotional factors, biophysical patterns and medical status, socialization and interpersonal relationships, diagnostic impressions, and recommendations. A hard copy of the program can be printed and taken into the interview, the responses can be entered into the computer later. The patient file generated may be edited and printed.

PFS: WORKMATES

Summary: Thi software provides a record keeping/secretarial program.

Hardware: Apple IIc, IIe, 128K, one or two 5 1/4" or 3 1/2" drives (two drives are recommended), printer; IBM PC

Intended Users: K-adult guidance office

Contact(s): Software Publishing Corporation

Cost: $250.00, includes set of four disks; $125.00, File and Report; $125.00, Write; and $125.00, Plan. Both 5 1/4" and 3 1/2" disks included. Backup free when request card returned. Notification when update is available.

Description: Four disks in the program include: Write (word processor), File (storage for numerical and verbal information), Report (formats data), and Plan (a spreadsheet program). The disks are integrated for the interchange of information.

Note: See Section III for a review of this program.

PLANNING GUIDE

Summary: THE PLANNING GUIDE makes it easy to write and update yearly guidance plans or classroom lesson plans. This program is part one of the ACCOUNTABILITY SERIES.

Hardware: Apple II+, IIc, IIe; IBM PC and compatibles

Intended Users: Counselors, other student service workers, and administrators in schools, agencies, county level, etc.

Contact(s): Computer Concepts, Inc./The Guidance Shoppe

Cost: $79.95 (Apple) or $89.95 (IBM) per program; $195.00 (Apple) or $225.00 (IBM) for complete ACCOUNTABILITY SERIES (THE PLANNING GUIDE, ACCOUNTABILITY PLUS, and COUNSELOR'S NOTEBOOK); may be ordered on approval

Description: This program makes it easy to write yearly guidance plans or classroom lesson plans. Categories include:

- Goal statements
- Activities
- Description of objectives
- Resources available
- Evaluation criteria
- Date activities are completed

Powerful word processing commands allow the user to easily insert, delete, and change information. Information can be quickly updated and modified for next year's plan. Printed reports are available for each goal or for the entire plan. PLANNING GUIDE is part of the ACCOUNTABILITY SERIES which also includes ACCOUNTABILITY PLUS and COUNSELOR'S NOTEBOOK. The entire series aids in organization of the counselor's routine tasks. *(This description pertains to the version developed in 1985.)*

Note: See Section III for a review of the ACCOUNTABILITY SERIES.

PSYCHOLOGICAL PSYCHIATRIC STATUS INTERVIEW (PPSI)

Summary: This is a program which allows on-line computer administration of an initial psychological/ psychiatric interview and provides a written report.

Hardware: IBM and compatibles

Intended Users: Mental health practitioners for use with clients

Contact(s): Psychologistics, Inc.

Cost: $250.00, includes unlimited use diskette

Description: The PPSI interviews the patient with respect to presenting problems, current living situation, mental status, biological/medical status, interpersonal relations, and socialization. This program is designed specifically for computer administration of the interview and cannot be completed in a paper and pencil format. The PPSI provides the clinician with an organized database on the client which can be reviewed prior to a personal interview. The information obtained from the client is highly descriptive, and can be utilized to identify areas requiring further evaluation. The program generates a three- to five-page report which is saved to a text file, allowing the clinician to maintain a database of client records. The report can also be printed out. *(This description pertains to the version developed in 1984.)*

READABILITY

Summary: This program analyzes the level of sophistication (or simplicity) of the style of written text.

Hardware: IBM PC, XT, AT, or IBM compatible computer with at least 256K of RAM

Intended Users: Any word processing system

Contact(s): Scandinavian PC Systems

Cost: $59.95

Description: Written text is checked for: the length of words, length of sentences, "mortar" (occurrence of the 450 most commonly used words), and "bricks" (occurrence of non-"mortar" words in text). Text is compared to the user's choice of nine different styles of writing to see how the document compares. A "readability index" output is a variation of two formulae, the "Gunning Fog Index" and the "Recalculated Flesch Score."

Note: See Section III for a review of this program.

SESSION SUMMARY

Summary: With this program, the clinician can complete case notes and document treatment.

Hardware: IBM and compatibles

Intended Users: Counselors, clinicians

Contact(s): Psychologistics, Inc.

Cost: $150.00, includes unlimited use diskette

Description: The SESSION SUMMARY aids clinicians in recording case notes and treatment. It allows them to quickly summarize the client's presentation and the significant events of each session, along with brief or extensive comments regarding each session. The SESSION SUMMARY may be completed directly on the computer or by paper-and-pencil checklist. (Checklists are included on the program disk and may be printed out by the user.) The program generates a one-page narrative summary for each session, organizing the obtained information in a manner useful for case conceptualization and treatment documentation, irrespective of the clinician's therapeutic orientation. All session reports are saved on a data disk to form a database of sessions with each client, and can also be printed. *(This description pertains to the version developed in 1984.)*

TERMINATION DISCHARGE SUMMARY

Summary: This is a program to assist the clinician in developing a summary of evaluation and/or treatment.

Hardware: IBM PC and compatibles

Intended Users: Mental health practitioners

Contact(s): Psychologistics, Inc.

Cost: $150.00, includes unlimited-use diskette

Description: The TERMINATION DISCHARGE SUMMARY assists the clinician in developing a comprehensive, yet concise, summary of evaluation and/or treatment. The program summarizes information in the areas of presenting the problem, the initial mental/physical status, evaluation results, goals of treatment, outcomes of treatment, and termination or discharge recommendations. Any changes in problem focus and/or intervention strategies may also be documented. Comments may be entered to clarify details of the client's evaluation/treatment; such as, test results or attainment scales.

The summary may be completed directly on the computer or with paper-and-pencil checklists (included on the program disk and printed out by the user). A two- to three-page narrative report is generated, providing complete documentation of the client's treatment. All reports are saved on a data disk, allowing the clinician to maintain a database of closed cases, the report can also be printed. *(This description pertains to the version developed in 1984.)*

TIME AND BILLING

Summary: This program is for clinicians or consultants who bill by time.

Hardware: IBM PC

Intended Users: Private practitioners

Contact(s): Multi-Health Systems

Cost: $400.00

Description: Little or no accounting or computer background is needed to use this program. It maintains two bodies of information. The first is a list of clients in which address, client identifiers, and account financial balances are kept. The second section contains monthly files, such as daily billing activities, time spent, by whom, and how much money this represents. The monthly files also contain records of bills sent and money received. Various management reports and professional, accurate client bills can be generated.

APS: ADMINISTRATIVE PLANNING SYSTEM

Summary: APS is a user-definable system for database management. It can be used for program planning and evaluation; student or client counts; local, state, and federal reports; and other administrative needs.

Hardware: IBM PC, XT, AT, 256K, one drive, hard disk

Intended Users: Administrators or supervisors in schools, clinics, rehabilitation centers and other human service organizations

Contact(s): Learning Tools, Inc.

Cost: $1,795.00

Description: APS is a user-definable management system for administrators or supervisors. The system provides interactive access to student or client information and will sort, select, list and count any information in the database. APS will generate reports based on user specification in any format. Information may be updated from more detailed records maintained by Learning Tool's IPS on the Corvus network or from remote computers.

COUNSELOR CONTACT FILE

Summary: This program is ideal for counselors wishing to keep a record of their student contacts.

Hardware: Apple II, IIe

Intended Users: Counselors

Contact(s): Career Aids, Inc.

Cost: $49.95

Description: The information contained on the disk can be used for year-end reports, reports on follow-through of Individual Education Plans (IEPs), reports to parents on student contact sessions, and reports on individual students to the probation courts and other outside agencies. Features include: student one-to-one contacts, student group contacts, parent contacts, staff contacts, and an "other" category for out of the ordinary contacts. Output features include a listing of the whole file, information on a given student, all contacts on a given date, and a listing of contacts by category.

COUNSELOR LOG

Summary: This program provides a means for keeping a detailed account of a counselor's interactions and activities.

Hardware: Apple IIe, 48K, DOS 3.3; TRS-80 Models III, IV; requires one disk drive, printer

Intended Users: Counselors

Contact(s): Cambridge Career Products
Career Aids, Inc.
Careers, Inc.
Educational Media Corp.

Cost: $59.95

Description: The COUNSELOR LOG is designed to provide counselors with a convenient means for keeping a detailed account of their interactions and activities. It allows counselors to build a database for evaluating the effectiveness of their services. Each record consists of six categories: person, activity, source of referral, outcome, grade, and time. Many different analyses can be performed using this database. The program contains an activity log, data analysis, and a file manager.

CURRICULUM MANAGEMENT SYSTEM (CMS)

Summary: CMS is used to computerize goals, objectives and other professional resources.

Hardware: Apple IIc, IIe, IIGS, 128K, 80-column card, two drives; IBM PC, XT, AT, 256K, one floppy drive and one hard drive

Intended Users: Curriculum directors, teachers, supervisors, administrators

Contact(s): Learning Tools Inc.

Cost: $295.00, includes diskettes and manual

Description: CMS organizes, locates and prints curriculum and service resources. Resources may include goals, objectives and related textbooks, learning activities, films, staff expertise and community resources. The data bank created with CMS can be used for individualized planning with Learning Tool's IPS. Users of CMS automatically become part of the CMS:Exchange—a nationwide group of professionals sharing computerized planning resources. *(This description pertains to the version developed in 1979.)*

DIRECTOR

Summary: THE DIRECTOR is a student database program designed to store, search, sort, and report information.

Hardware: IBM PC, XT, 256K, 10 or 20MB hard disk, tape backup

Intended Users: School administrators, counselors, clerical staff

Contact(s): Surfside Software

Cost: $995.00, includes disk and documentation

Description: THE DIRECTOR stores demographic data, student schedules, report cards, transcripts and attendance records. There are 8 system-defined and 91 user-defined data fields available. THE DIRECTOR can capture information in THE CLASSIFIER, THE INSPECTOR, THE INSPECTOR II, and THE REPORTER II programs and perform searches and other functions, such as creating letters to be sent to certain students or purging certain categories of students. It supports 1200 students on a 10 megabyte hard disk and 2500 students on a 20 megabyte disk. *(This description pertains to the version developed in 1985.)*

INFORMATION MASTER

Summary: Specify what kinds of records to be stored, type in the information, and this program will organize, calculate, and prepare reports.

Hardware: Apple II+, IIc, IIe, IIGS, 48K, Applesoft, ProDOS, two drives; Franklin Ace 1000, 48K RAM

Intended Users: Administrators, counselors, and support staff

Contact(s): High Technology Software Products, Inc.

Cost: $150.00

Description: INFORMATION MASTER will organize and print mailing lists, expense reports, accounts receivable, accounts payable, inventories, class rosters, contribution lists, budget analysis, and employee records. It will organize (sort, search, select, alphabetize, schedule, and index), and report (totals, subtotals, label, catalog, and summarize).

The user controls the what, where, and how of printing. One can specify different column widths; print records in ascending and descending order; specify calculations; and include words, numbers, symbols and punctuation within the report. It is menu-driven; contains comprehensive error-trapping; comes with a helpful, informative 100+-page manual; lets one search for a complete or partial match; and will attempt file recovery should the data file become damaged.

Two useful companions add more power: DATA MASTER allows the user to alter the file layout of existing INFORMATION MASTER files without re-entering data, add, omit, change fields, subdivide and append files selectively. TRANSIT lets the user convert VisiCalc files and most other files into INFORMATION MASTER files for compatibility.

IPS: INDIVIDUALIZED PLANNING SYSTEM

Summary: IPS is a user-defined student/client information management and reporting system.

Hardware: Apple IIc, IIe, IIGS, 128K, two drives, 80-column card, printer with parallel interface; IBM PC, XT, AT, 256K, one drive, hard disk

Intended Users: Administrators, counselors, supervisors, teachers, social workers, psychologists and other human service workers

Contact(s): Learning Tools, Inc.

Cost: $895.00

Description: IPS provides interactive, menu-driven access to individualized information and user-defined report generation. It can be used to organize, manage, access and print items of information on each individual student or client. Reports may include Individualized Education Plans (IEP's), evaluations, schedules, form letters, labels, vocational skills and clinical observations. Resource files from Learning Tool's CMS may be used with IPS. All users must have their own password and a specific authorization level which determines exactly what information they are privileged to access. An audit trail is maintained of who entered or changed any item of information and on what date. IPS files automatically update administrative records maintained with Learning Tool's APS.

LABELS, LETTERS AND LISTS

Summary: With this package, the counselor can generate lists, name tags, letters, and forms.

Hardware: Apple IIGS, 64K (not on Apple II+); 80-column printer

Intended Users: Teachers and counselors

Contact(s): MECC

Cost: $59.00

Description: After student or client data is entered, the counselor can create useful personalized letters, name tags, labels, and lists. The data disk will store up to 150 student records, 20 label formats, and 20 letter formats. Data can be transferred to and from THE GRADES MANAGER.

MENU EXPRESS

Summary: Multiple applications and programs can be used and stored with this program.

Hardware: IBM PC and compatibles with hard disk

Intended Users: Any setting

Contact(s): Firstrack Systems

Cost: $39.95

Description: A customized menu interface can be developed and installed on the hard disk, which enables access to and execution of multiple applications with a minimal number of keystrokes. Editing capabilities enable the change of menus, commands, and labels as needed. Two additional features are password security and usage reporting.

Note: See Section III for a review of this program.

PROJECT BASIC III

Summary: This is a competency-based management program to monitor students' performance on standardized tests.

Hardware: Apple II series, Apple with Corvus; IBM PC, XT, AT and compatibles

Intended Users: Administrators and counselors

Contact(s): EISI

Cost: $1,795.00 and up, depending on quantity purchased

Description: PROJECT BASIC III is a generic competency-based management program designed to track and monitor standardized test skills, state minimums, and district minimums correlated to textbook skills. The program will analyze students' answers to discover skills that are mastered/not mastered; give parent reports; suggest textbooks and references for remediation or enrichment; show class, grade, group, school, and district distributors and status on performance. *(This description pertains to the version developed in 1985.)*

RAPID RECALL: AN ELECTRIC NOTEBOOK

Summary: This program creates electronic notebooks for storing and retrieving information.

Hardware: IBM PC, PCjr.; Apple II, IIc, IIe; Tandy 1000

Intended Users: Grade 4 through college, administrators, teachers

Contact(s): CBS Interactive Learning

Cost: $49.95, includes program disk, backup disk, data disk, and program guide

Description: Maximum capacity of each notebook in RAM is limited by the computer's memory. A 256K memory will permit notebooks of up to 186,000 characters. Using slower disk version enables up to 350,000 characters in one notebook and up to 60 notebooks on one disk. A tutorial is included on disk. Each notebook starts as an empty loose leaf book, with 1,000 blank pages, each 56 lines long. The program will alphabetize, index, search, and print notebooks. *(This description pertains to the version developed in 1986.)*

REKORD PLANNER

Summary: REKORD allows the user to set up a customized data management system. It requires no prior computer knowledge.

Hardware: TRS-80 Models III, IV

Intended Users: Administrators, counselors, special education coordinators

Contact(s): The Psychological Corporation

Cost: $499.99

Description: This program has three versions. Administrator's Version stores information about parents, emergency contacts, medical data, social activities, financial aid, class schedule, and siblings. Guidance Counselor's Version lists parent information, class schedule, academics, psychological evaluation, counseling contact, careers, medical data, and social activities. Special Education Coordinator's Version stores information about parents, student, emergency contacts, medical data, class schedule, placement and services, assessment, Individual Education Plans (IEPs), and performance.

SOFTWARE AND RESOURCES: A NEW DATA BASE

Summary: This is a database on a disk accessible through PFS:File/Report.

Hardware: Apple II, PFS:File program, printer

Intended Users: Counselors, psychologists, special educators concerned with PL 94-142, (The Education of All Handicapped Law)

Contact(s): Joseph C. Clancy, Ed.D.

Cost: $50.00, includes disk and hard copy printout; disk alone, $25.00; printout alone, $35.00

Description:	This database contains about 150 resources useful to career counselors, including software, tests and assessments, products, and services. It is designed for those who use computers in their practice or are responsible for others who do so. Listings can be called up alphabetically, by vendor, or other factors. Resources deal with cognitive skill training, Individual Education Plans (IEPs), goals and objectives, memory, stress reduction, on-line bulletin boards, bi-lingual assessments, and many more topics. *(This description pertains to the version developed in 1987. This program is updated annually.)*

STUDENT DATA BASE

Summary:	This is a program to store, search, and access information about students.
Hardware:	Apple; IBM PC, PCjr.; TRS-80 Models III, IV
Intended Users:	Staff and counselors
Contact(s):	Intellectual Software
Cost:	$95.00
Description:	STUDENT DATA BASE allows the accurate and convenient storage of student information. It provides powerful searching and data analysis routines. The user can easily add or change information in eleven standard categories plus two more user-defined fields. In seconds, it can search and analyze records by name, class, homeroom, sex, birth date, and other criteria of choice. Selected information can be displayed on the screen or printed out in several formats: mailing list, student roster, or full information sheet. Student data is organized into files of 240 students each; a single disk will hold up to 3000 records (on the IBM PC) or 1000 records (on the Apple). *(This description pertains to the version developed in 1984.)*

STUDENT DATA MANAGEMENT SYSTEM

Summary:	With this system, a student directory can be compiled and updated with ease and accuracy.
Hardware:	TRS-80 Model III
Intended Users:	Administrators, counselors, teachers, clerical personnel
Contact(s):	Educational Media Corp.
Cost:	$79.95; $110.00 with backup disk
Description:	This menu-driven program enables schools to create a school directory and mailing list that not only gives the student's name, parent's name, address and telephone number, but also categorizes students by homeroom and class.

TELO SCHOOL

Summary:	This is a record keeping and report generation system designed especially for the elementary school.
Hardware:	Apple
Intended Users:	Elementary school administrators
Contact(s):	EISI K-12 MicroMedia
Cost:	$199.00, includes user information and training program
Description:	TELO SCHOOL maintains up to 48 data items per student and stores records for up to 400 students on one diskette. With additional diskettes, up to 1100 student records can be processed at one time. Of the 48 student data categories, 12 are built into the system. The remaining 36 "special programs" are determined anytime by the school. These data items are used by TELO SCHOOL to create profile reports by room, grade, or for the entire school. TELO SCHOOL also uses this information to create dropped student lists, folder and address labels, and room rosters. Special reports may also be created by using the "inquiry" function. This allows the user to group students by virtually any combination of criteria to create immunization reports, language census reports, or reports on special program participation, etc.

ANSWER!

Summary: This program is designed to answer the questions students ask over and over again.

Hardware: Apple II series, 48K; IBM PC, 64K

Intended Users: Guidance and career center, personnel, librarians, etc.

Contact(s): Career Aids, Inc.
Computer Concepts, Inc./The Guidance Shoppe

Cost: $79.95 (Apple version); $89.95 (IBM version)

Description: An easy-to-use format allows the user to choose the questions and answers easily through the word processor, incorporating one-touch commands and detailed help screens. THE ANSWER! can hold information related to 20 topics on one disk. After viewing options on the screen, students simply type in the question in which they are interested. Possible uses include: Graduation Requirements, College Information, Testing Schedules, Financial Aid Information, Special Events, Picture Dates, etc. *(This description pertains to the version developed in 1985.)*

CREATE A CALENDAR

Summary: This program allows the creation of a calendar or journal of activities on the computer.

Hardware: Apple II

Intended Users: Teachers, administrators, counselors, departments, organizations

Contact(s): Educational Media Corp.

Cost: $29.95, includes one disk and instructions

Description: This program creates daily, weekly, monthly or yearly calendars in moments. It lets the user write multiple lines of text on every date to make it easy to track events and things to do, or everything accomplished. It includes graphics, borders and fonts for many occasions, or accepts pictures from PRINT SHOP compatible graphics disks. *(This description pertains to the revised version developed in 1987.)*

LOG

Summary: This program assists school personnel to easily log events.

Hardware: Commodore 64; PET

Intended Users: Administrators, supervisors, counselors, teachers, etc.

Contact(s): Melcher Software

Cost: $19.95 for tape or disk

Description: Daily activities can be logged conveniently and efficiently. The information can be retrieved in a variety of ways: all events for a given date can be listed; all events pertaining to a given student can be listed; all events can be listed. Instructions are clearly displayed on the screen. *(This description pertains to the updated version developed in 1987.)*

MASTER TALKER

Summary: This is a pre-boot disk which allows almost all of SEI's and (some other educational software) to talk.

Hardware: Apple II series, a voice synthesizer

Intended Users: Visually impaired or special-situation counselees

Contact(s): SEI

Cost: $45.00, includes disk and instructions

Description: This program contains demo files of SEI products, and utilities to permit other unprotected, standard format disks to talk. It is especially useful for blind or visually-impaired users. The voice is adjustable to fast, slow, quieter or louder speech and can easily switch between letter spelling and word pronunciation modes. It is menu-driven and speed can be interrupted by pressing the space bar. *(This description pertains to the version developed in 1983.)*

OVERHEAD EXPRESS

Summary: This program can be used to produce transparencies and computer screen presentations for classroom, workshop, and conferences presentations.

Hardware: IBM PC, XT, AT and compatibles

Intended Users: Anywhere overheads are needed for presentations

Contact(s): Business and Professional Software

Cost: $79.00

Description: Two options for making overheads include the "Express Editor," which contains 12 overhead templates, and "Custom Editor," which allows creation of new templates or presentation materials for the computer screen. The four typefaces offered are: Classic, Modern, Popular, and Script. The features of Preview and Review on Screen enable checking the text during the process.

Note: See Section III for a review of this program.

PRINCIPAL'S ASSISTANT

Summary: This program will help produce personalized awards, worksheets, letters, bookmarks, certificates and greeting cards.

Hardware: Apple II

Intended Users: Educators, students

Contact(s): Mindscape, Inc.

Cost: $59.95, includes two disks, manual, sample certificates, gold foil seals; one can add PRINCIPAL'S ASSISTANT LIBRARY ($29.95), both for $79.95

Description: This graphic design utility program prepares school communication items. The user can control five type styles, ten borders, and 180 pictures, or use original art and graphics. PRINCIPAL'S ASSISTANT LIBRARY contains over 150 pre-designed certificates, awards and signs.

PRINT-A-BANNER

Summary: This is a versatile banner printing program.

Hardware: Apple II+, IIc, IIe

Intended Users: Students at any grade level, counselors, teachers, clubs

Contact(s): Computer Concepts, Inc./The Guidance Shoppe

Cost: $34.95 (May be ordered on approval)

Description: This versatile, fun-to-use program creates eye-catching banners of any length. Use it to promote, advertise, welcome or celebrate any event.

Special features:

- Works with any printer
- Prints horizontal or vertical banners of any length
- Has a variety of printing styles
- Prints black-on-white or white-on-black
- Includes graphics library
- Special effects options include upside down and backwards printing and borders

Note: See Section III for a review of this program.

PRINT SHOP

Summary: Allows users to print standard and customized graphics.

Hardware: Apple series; Macintosh; IBM PC/Tandy; Commodore 64, 128, Atari 400, 800, XL, XE

Intended Users: Home, school, community, business

Contact(s): Broderbund Software

Cost: $49.95 (Apple series); $59.95 (Macintosh, IBM PC, Tandy); $44.95 (Commodore 64, 128; Atari 400, 800, XL, XE)

Description: Eighty typestyles, three formats, 9 border designs, 10 abstract patterns, and many graphic designs, symbols, and pictures are offered in this program. Features include the "Graphic Editor" (allows users to customize existing graphics or design their own), "Test Editing," "Screen Magic," "Reference Card," and others.

Note: See Section III for a review of this program.

PRINT SHOP EXPANDERS

Summary: PRINT SHOP GRAPHICS LIBRARY and P.S. COMPANION add new power to the original PRINT SHOP symbols.

Hardware: Apple II+, IIc, IIe, IIGS; IBM PC; Tandy

Intended Users: Home, school, community, business

Contact(s): Broderbund Software

Cost: GRAPHICS LIBRARY, $24.95 (Apple II+, IIc, IIc+, IIe); $34.95 (Apple IIGS, IBM PC, Tandy)

P.S. COMPANION, $39.95 (Apple II+, IIc, IIc+, IIe); $49.95 (IBM PC, Tandy); no Apple IIGS available

Description: Offering pictures, numbers, and information from other disks, this program offers enhanced graphics for creating new designs, and clip them from other sources. It adds 12 new typestyles, 50 new borders, and many new background designs to the original PRINT SHOP.

Note: See Section III for a review of this program.

RIGHTWRITER 2.1

Summary: This program provides a document proofreader and writing style analyzer.

Hardware: IBM PC or compatible

Intended Users: Any

Contact(s): RightSoft

Cost: $95.00

Description: A summary produces an overall document critique, including a reading grade level index, an index for the strength of delivery, comments on the usage of jargon, and suggestions for improvement.

Note: See Section III for a review of this program.

SLIDE PROJECTOR

Summary: This program allows the creation of slide shows from Apple screen displays.

Hardware: Apple II+, IIe

Intended Users: Educators and others desiring to add audio-visual program enhancement.

Contact(s): Conduit

Cost: $50.00, includes one disk and user's guide (may preview at various preview centers around the U.S. or ask for demo disk)

Description: This program can create slide shows from other Apple II+ or IIe programs or from scratch. Displays may be pictures, text or graphs. Features quick retrieval from storage (2/3 second) or manual control by user. Slides can be printed on dot-matrix printer also. The editing functions include 21 character sets (or create your own); and lines, boxes, points, reverses, and fill modes to create distinctive titles.

WORD PERFECT 5.0

Summary:	This software provides a word processing program for memos, correspondence, and other common use.
Hardware:	IBM PC and compatibles; Amiga; Apple IIc, IIe, IIGS; Atari ST; and Macintosh
Intended Users:	Any setting where word processing is used
Contact(s):	WordPerfect Corporation
Cost:	$250.00
Description:	WORD PERFECT features lend themselves to producing newsletters, special forms, progress notes and records, integrated master documents, mass mailings, contracts, and many other features (i.e., multinational character support and integration of text and graphics). Note: See Section III for a review of this program.

WORD PERFECT LIBRARY, Version 2.0

Summary:	Time and computer file management are the foci of this program.
Hardware:	IBM PC and compatibles; Amiga; Apple IIc, IIe, IIGS; Atari ST; Macintosh
Intended Users:	Counseling agencies, schools, universities, private practices
Contact(s):	WordPerfect Corporation
Cost:	$129.00
Description:	Compatible with other WordPerfect packages, this program is made up of the following six integrated programs: SHELL (menu interface and time tracking), CALCULATOR (performs math, financial, statistical and related functions), CALENDAR (organizes schedules and appointments), FILE MANAGEMENT, MACRO/PROGRAM EDITORS, and NOTEBOOK (organizes and indexes information). Note: See Section III for a review of this program.

YOUR STAFF ASSISTANT

Summary:	This software performs many functions to keep records and facilitate communication in a counseling office.
Hardware:	Apple II+, IIc, IIe; IBM PC; one disk drive, printer
Intended Users:	Counselors, psychologists, mental health professionals
Contact(s):	Educational Media Corp.
Cost:	$38.95, includes one disk, manual
Description:	From the main menu, users can access sections called The Scheduler, MemoPad, MemoPhone, and Letter Selector. The Scheduler displays daily schedules for from one to fifteen staff members in hourly segments from 8:00 a.m. to 4:00 p.m. MemoPad creates, prints, and stores up to 100 client names, addresses and telephone numbers for access via screen and printer. Letter Selector contains nine short letters with themes relating to client business that can be personalized. *(This description pertains to the version developed in 1985.)*

AUTOMATED INSTRUCTION MANAGEMENT (A.I.M.)

Summary:	This program does objective testing of students in a school system. Tests can be scored in individual schools and then forwarded to the central office for further analysis.
Hardware:	Apple II; Scan-Tron Models 1200, 1300, 2100
Intended Users:	Administrators
Contact(s):	Southeastern Educational Software
Cost:	$2000.00, includes disks, manuals and 6 months support
Description:	A.I.M. does objective testing for a full school system. It reports by class and by objective with year long competency tracking. Tests may contain up to 100 items and each item may refer to five objectives. Tests are defined by keyboard or by scanning. Test keys may be two letter combinations; e.g., AC if choices A and C are both right. A set of diskettes can store results for 1000 students per discipline. Use other sets for other disciplines. *(This description pertains to the revised version developed in 1985.)*

CLAS: THE COMPUTERIZED LESSON AUTHORING SYSTEM

Summary:	THE COMPUTERIZED LESSON AUTHORING SYSTEM (CLAS) helps create and present lessons to students.
Hardware:	Apple II; IBM PC
Intended Users:	Instructors
Contact(s):	Career Aids
Cost:	$89.95, includes author disk, student disk, on-line tutorial, user's guide
Description:	Teachers will use three basic commands to create lessons on a disk. The Author Disk is for creating and editing lessons and formatting new disks. The Student Disk presents the lessons to pupils. Lessons can be used over and over again to present new materials, reinforce previous learning, or to quiz. Quiz formats available are fill-in-the-blank, true/false, multiple-choice, or matching. Problems may be randomly selected. Each lesson can have up to 30 problem sets, each containing any number of questions.

CURRICULUM MANAGER

Summary:	This is a hard-disk program designed to network a lab of Apple computers.
Hardware:	Apple series, one hard disk drive, printer, network system (Omni-Net-SWI network)
Intended Users:	School computer labs
Contact(s):	Essertier Software Corp.
Cost:	Approximately $ 2000.00—Mathware software, FunWriter software
Description:	This is a set of programs that assigns, tests, keeps records, and automatically updates curriculum for an entire computer lab. It will handle records for an almost unlimited amount of students. *(This description pertains to the version developed in 1982.)*

EXAM BUILDER

Summary: This is a menu-driven program to set up and generate tests.

Hardware: Tandy 1000; TRS-80 Models III, IV, 256K

Intended Users: Universities and corporate training departments

Contact(s): A. U. Software

Cost: $99.95

Description: This software will store questions and answers from multiple subject areas of the user's choice. It has the ability to add or edit, and can generate tests of up to 150 questions randomly or by teacher selection of items. It has master list capability and password-protected answer keys.

EXAMINER

Summary: This software enables students to take a test created with EXAMS III at the computer.

Hardware: TRS-80, Models III, IV, 32K, one disk drive

Intended Users: Students

Contact(s): Shenandoah Software

Cost: $69.95, includes diskette and manual

Description: The student selects answers and immediately learns whether the answer is right or wrong. The teacher may allow right answer feedback. The student's score is displayed, and he/she may review the test. The teacher has the option of class grade list with names, scores, date, and time lapsed during test, performance profile, complete record of each student's answers, class statistics, and transferring scores to RECORDS diskette to integrate the grades with other scores. *(This description pertains to the revised version developed in 1984.)*

EXAMS III

Summary: Teachers can create and print tests from a stored bank of test items.

Hardware: IBM PC, XT, AT, PS/2, and compatibles, 256K, two drives or one drive and one hard disk, DOS 2.0 or higher; TRS-80 Models III, IV, one or two drives, printer

Intended Users: Instructors

Contact(s): Shenandoah Software

Cost: $99.00 for first school, includes diskette and manual; each additional school, $49.50

Description: This program allows storage of 300 test items per disk from which to choose up to 100 multiple-choice, fill-in, short answer, essay questions, or true/false questions. It is possible to choose test items by keyboard, search, random selection, or manual choice. One can print tests, answer sheets, and matching keys. The teacher compiles as many questions as desired by using multiple disks. There is a built-in text editor. *(This description pertains to the version updated in 1987.)*

FINAL EXAM

Summary: This test or drill-making program allows graphics with the questions.

Hardware: Apple II+, IIc, IIe, and clones (i.e., Franklin 500); joystick, printer

Intended Users: Teachers/parents

Contact(s): Earthware

Cost: $29.95, includes two disks, teacher's manual, and documentation

Description: This is a test or drill authoring program which supports graphics. The test may be taken and scored on computer.

FINAL EXAM contains a mini-drawing routine to do quick line drawings or one may add full-screen graphics created elsewhere. Figure graphics may be rotated on a two- or a three-dimensional plane. Users simply type the number of the questions the graphic is to appear with and both the question and the picture will appear on the same screen. One question will scroll off as a new one appears. FINAL EXAM supports multiple-choice, true/false, and essay questions. The first two may be graded on the computer but the other may not. The essay portion does not permit computer input for long essays. About 75 questions will be possible using one disk. A teacher can create a longer test by combining two tests. *(This description pertains to the version developed in 1986.)*

MICROTEST

Summary: MICROTEST provides a test generation system which can create, refine, update, store and generate a variety of tests.

Hardware: Apple II, IIe, 48K, DOS 3.2 or 3.3, two drives required; TRS-80, 48K; IBM PC, 64K; Macintosh

Intended Users: Teachers and teacher/counselors

Contact(s): Career Aids, Inc.
Opportunities for Learning, Inc.

Cost: $99.95 - $103.00, includes one disk and documentation

Description: MICROTEST is a test-generation system offering ease of use, flexibility, and control for the instructor. The system allows the teacher to create, refine, update, store, and generate a variety of tests, from quizzes to major examinations, in any subject area at any level. Over 400 questions and answers can be stored on a single data disk. When a test is needed covering the same subject as a previous test, it can be created by rearranging questions, combining questions from prior tests, or adding new questions. MICROTEST allows teachers to tailor exams to their specific instructional goals.

SUMMIT

Summary: SUMMIT allows the creation of computer-assisted instruction with a simplified authorizing system using menus.

Hardware: IBM PC, XT or AT or 100% compatible; color graphics adaptor (CGA) or 256K enhanced graphics adaptor (EGA), Microsoft Mouse, optional printer

Intended Users: Human Resource Development Departments, educators

Contact(s): Conceptual Systems

Cost: $2,500.00 to purchase, or site license

Description: Users can develop colorful courses or lessons to be taken at the computer. They have total control over content and responses, can use built-in or custom-designed sequences and branches, and can incorporate student tracking and reports if they desire. They can import/export graphics and material from other programs. They can view the computer screens as they are being created. Beginners can use menus and prompts to create their course, or advanced users can go directly into programming. Displays can contain boxes, lines, circles, custom characters, and fonts. Up to 1000 screens can be stored on one floppy disk. No royalties are levied on courseware created. *(This description pertains to the version developed in 1987.)*

TEACHING ASSISTANT

Summary: A teacher can create up to 300 review questions from which the computer can generate test questions.

Hardware: Apple II series, printer, two disk drives

Intended Users: Teachers

Contact(s): AAVIM

Cost: $100.00

Description: The teacher develops files of multiple-choice, true-false, fill-in-the-blank or other types of questions. Teachers can select test questions from a list, or have the computer select at random. Each file can store 300 short questions or 100 longer questions. Files can be edited, renamed, transferred, or combined. This is a menu-driven program.

TEST MAKER

Summary: This program can create a database of up to 500 test questions per file. Any number of files can be used.

Hardware: PET; Commodore 64

Intended Users: Teachers and administrators

Contact(s): Melcher Software

Cost: $39.95, includes disk and documentation

Description: This utility program allows the user to create and edit a database of multiple-choice test questions, up to 500 in one file. Any number of files can be used. From any file, tests can easily be constructed; the computer can choose any number of questions at random. The user has the option of printing out a test (or the entire data file), or allowing a student to take the randomly-generated test at the computer (in such a case, the computer keeps track of, and displays, all scoring information). Many use this program for creating make-up tests and insuring that tests vary from semester to semester. Answer sheets can also be printed, if desired. An inappropriate response will generate an appropriate message. *(This description pertains to the updated version developed in 1987.)*

TESTMASTER

Summary: This program assists in creating three types of paper-and-pencil tests.

Hardware: Apple; Commodore 64

Intended Users: Teachers

Contact(s): Intellectual Software

Cost: $35.00, includes one disk

Description: TESTMASTER creates multiple-choice, completion, and short answer questions for administration on paper. Tests of up to 100 questions can be made using selection from up to 10 different question files. Questions may be selected by visually scanning a file or by allowing the computer to pick items randomly. TESTMASTER can also generate answer keys.

TQAS—THE TEST AND QUESTIONNAIRE ANALYSIS SYSTEM

Summary: This is a program designed to score, analyze and report results of tests and questionnaires.

Hardware: IBM PC; TRS-80 Models III, IV; Apple II series, Microsoft Softcard or equivalent and serial communications board; other computers running CP/M; printer; optical mark reader

Intended Users: Staff, administrators, counselors, teachers, business executives, researchers

Contact(s): Prep, Inc.

Cost: $435.00 for program disk, backup copy, manual, sample test and questionnaire. Scoring administration cards are extra; demo disks are $ 20.00

Description: Using the TQAS program requires six short steps:

1. The user develops or selects a test or questionnaire.
2. Participants are given the test or questionnaire, and answers are marked on response cards.
3. The correct response key is filled in on a blank response card and fed into the computer, using the optical reader.
4. The administrator selects from among the types of reports offered on the menu.
5. The administrator feeds the completed response cards into the optical reader, and follows directions on the screen.
6. All reports are then printed.

Tests are scored using a number correct formula. Questionnaires are scored as Likert scales, and scoring weight for individual items may be reversed. Up to 100-item tests may be scored with up to 5 non-overlapping subtests or subscales. The number of students processed is virtually unlimited, subject to available disk space. Item analyses showing item difficulties, correlations, and standard deviations are available. The total test summary includes mean score, standard deviation, reliability coefficient, skewness, kurtosis, percentile ranks, frequency distribution, and others. A full diagnostic report is generated for each student. *(This description pertains to the version developed in 1984.)*

MICROTEST SCORE I AND II

Summary: These programs are software packages for OMR (optical mark reading), test scoring, and reporting.

Hardware: Apple II+, IIe (Score I); IBM PC (Score I & II); Sentry 3000 scanner, optional printer

Intended Users: Professionals involved in formalized testing

Contact(s): National Computer Systems

Cost: SCORE I: $275.00; SCORE II: $550.00

Description: SCORE I: Test forms are scanned at high speed by a scanner and data are transferred to microcomputer for immediate reports. SCORE I is ideal for routine classroom tests and mid-term and final exams, pre-employment or career advancement tests, clinical tests and attitude surveys. There are four report options.

SCORE II: As above, but SCORE II also allows scoring of multiple subtests, merging of data files, and additional statistical analysis. Data may be used for immediate reports or stored for later, more sophisticated analysis. Five report options are available. SCORE II scores up to 240 items. It is used by elementary schools through universities and in the business community.

MYSTAT

Summary: This is a personal version of SYSTAT for the Macintosh, and is useful for basic statistical analyses.

Hardware: Apple Macintosh with one megabyte of memory and either a hard disk drive or two 800K floppy drives.

Intended Users: Research settings, graduate schools

Contact(s): SYSTAT

Cost: Free

Description: MYSTAT uses four different windows: (1) Editor (allows execution of statistical techniques), (2) View (displays statistical analyses), (3) Text, and (4) Macro commands. The user can add, modify, and delete variables from a data file already constructed.

Note: See Section III for a review of this program.

Q/A SCANNER

Summary: This program provides test-scoring software for up to 1000 names on a disk. It scans one class at a time and prints ranked lists of student results.

Hardware: Apple II; TRS-80 Models III, IV; Scan-Tron Data Terminal

Intended Users: Teachers, anyone needing to score tests

Contact(s): Southeastern Educational Software

Cost: $75.00, includes disk and documentation; can be purchased for site use

Description: Q/A SCANNER prints a ranked list of student results and individual student results. It shows the student's answer and prints the correct answer if the student missed the question. It computes common class statistics on tests of up to 100 items. Q/A SCANNER uses generic Scan-Tron forms: 2200, 22000, 20052. *(This description pertains to the version developed in 1984.)*

STAT

Summary: This software contains a series of eleven statistical programs.

Hardware: PET; Commodore 64; printer optional

Intended Users: Teachers, students, administrators

Contact(s): Melcher Software

Cost: $29.95, includes disk and documentation

Description: These programs can be used by the serious student or professional for a variety of statistical analyses. The programs are most useful for supplementing material presented in a standard high school or college statistics course. In almost all cases, the user has the option of displaying the data and statistical results on the screen or the printer. Where appropriate, the computer will generate random data if desired by the user.

This is an educational aid to illustrate some of the salient aspects of the Central Limit Theorem, correlation coefficient, and linear regression equation. It can also be used to generate larger samples and more "realistic" data. Written documentation is provided for each program. The programs include: binomial frequencies (Bernoulli trials); confidence intervals; comparison of means (large or small samples—independent or dependent); chi square; correlation coefficient; linear regression; Central Limit Theorem; analysis of variance; Scheffe, Kruskal-Wallace, Mann-Whitney tests; and more. *(This description pertains to the revised version developed in 1987.)*

STATISTICS WITH FINESSE

Summary: This package of 35 statistical programs is creatively presented to provide more statistics practice for the student and to allow the researcher more convenience and control.

Hardware: Apple, 48K, at least one disk drive; IBM PC, 48K, BASIC

Intended Users: High school and college students, researchers

Contact(s): Statistics With Finesse

Cost: $130.00 for the package of 40 programs. For the Apple, the package comes on six diskettes in a plastic case. A seventh disk contains shorter keyboard-only versions of 20 of the most popular programs. For the IBM PC, the package comes on five diskettes.

Description: These programs enable the teacher to give practice problems and make available large collections of data for practice. The student can boot his diskette and enter data without assistance. The seasoned researcher can build a data file and run programs without a course in computing.

FILE MANAGEMENT: The user can create a disk file, read and print the file, edit to correct errors, add cases to an existing file, delete cases from a file, add variables to a file, rearrange variables, change variable codes, group variable scores, transform variables, sort alpha and numeric, copy file for backup, and create subfiles.

DESCRIPTIVE STATISTICS: This program creates means and standard deviations, Pearson correlation coefficient, percentages, frequencies, cross tabulation, means by subgroups, Z-scores and T-scores, random samples, and linear regression.

T-TEST AND ANOVAS: The user can t-test for independent samples, bi-serial correlation, dependent measures, one-sample mean, one-way analysis of variance, Fisher and Scheffe multiple comparisons, two-way analysis of variance, treatments by subjects, and analysis of co-variance.

NONPARAMETRIC STATISTICS: This program runs chi-square goodness-of-fit, chi-square independence, cramer phi, contingency coefficient, Spearman Rho correlation, Kendall Tau correlation, coefficient of concordance, Wilcoxon-matched pairs test, Mann-Whitney U-test, Friedman ANOVA, and Kruskal-Wallis ANOVA.

MULTIVARIATE: One can correlate matrix, compute and store, store known matrix, read and print matrix, edit matrix; multiple regression from raw scores, and from correlations; factor analysis from raw scores and from correlations.

TEST ANALYSIS: The user can create Likert-type scales, multiple-choice tests, difficulty indexes, discrimination indexes, response tallies, Kuder-Richardson, respondent scores, subscale scores, percentiles, deciles, and quartiles.

SURVEY PROCESSING

Summary: SURVEY PROCESSING is a computer program which analyzes survey results when forms are scanned by Scan-Tron Data Terminals.

Hardware: Apple II; IBM PC and compatibles; TRS-80 Models III, IV; also available for VAX computers

Intended Users: Anyone who does surveys

Contact(s): Southeastern Educational Software

Cost: $150.00, includes disk and documentation; VAX price upon request

Description: SURVEY PROCESSING is a powerful, easy-to-use analysis tool that is designed to cut survey handling time drastically. Survey processing allows up to 100 items with either "abcde" or "12345" responses for the number, a weighted average is calculated for each survey item. The program stores information for 2500 respondents on the IBM and 1000 on the Apple and TRS-80. An IBM version is available for several custom forms. The company will consider customizing for new forms. *(This description pertains to the revised version developed in 1985.)*

Section III:
Software Reviews

Software for Personal Counseling

BE A WINNER: SET YOUR GOALS

Publisher: Microcomputer Educational Programs, 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007

Author: George L. Spengler

Cost: Unavailable

Hardware: IBM PC, XT or AT computer (or compatible) with 256K minimum and CGA or Hercules graphics card with appropiate monitor; Apple II (with Applesoft in ROM or on language card), Apple II+, IIe, or IIc, 48K minimum and an appropriate monitor, preferably color, also needed is an 80-column printer

Setting: High school

Reviewer: Nina W. Brown, Associate Professor, Old Dominion University, Norfolk, VA

Be a Winner: Set Your Goals was reviewed on IBM and IBM compatible computers. It is an interactive program designed to aid students in analyzing their ability, values and aptitudes and how these relate to personal goals. There are five components and each may be run separately: Goals, Values, Aptitudes, Abilities, and The Cost. The student can receive a printout of responses after completing the program.

The first segment on goals must be completed first as the responses will be used to evaluate and analyze subsequent responses in other segments. The student is introduced to setting short- and long-term goals and to setting some personal goals.

The second segment requires that the student examine personal values and how these values affect goals. The emphasis is on helping the student to understand that diversity of values is normal and expected, and that there is a relationship between one's values and one's goals. The student is asked to input three values. The program will not proceed until at least two have been entered. The program then relates the goals from segment one to the values in this segment.

The third segment focuses on aptitudes and attempts to define aptitudes by providing several examples. Although the program lists verbal, musical, artistic, spatial, clerical, numerical and mechanical aptitudes, the student is not limited to these aptitudes and may type in any others, e.g., investigative. A possible limitation may be the brevity of the definitions and examples. A student who has never before been exposed to these may have some difficulty in absorbing and understanding all of the material. The aptitudes are also related to the individual's goals set in segment one.

The fourth segment points out the differences in abilities and aptitudes by using examples of how abilities can aid one in achieving goals. Some abilities can be learned. The student is cautioned that some goals may not be obtained until this learning has taken place.

The final segment provides an opportunity for students to consider options. The intended purpose of this section is to make the student aware that achieving a goal requires choosing options, i.e., one may have to give up something in order to attain something else. This choice is better made with full awareness of all the options. The program seeks to make the students aware that choosing among options continues throughout life.

Each segment can be completed in 10-20 minutes depending on the reading level of the student. The program assumes a fifth grade minimum reading level. The manual notes that some words may be unfamiliar and suggests that the teacher/counselor prepare flash cards with definitions in the event that a student cannot proceed until the word or concept is defined.

The screen is well formatted and the student controls the pace. It is unlikely that students could take this without supervision. Numerous questions arise due to the material's unfamiliarity. Students who are helped through the first two or three segments may be able to complete the other two or three on their own.

The author suggests that the program be used in conjunction with other classroom strategies designed to help with goal setting. The author says that this program is to be used with secondary students and other adults. I believe that a better response may be received from students in middle and junior high schools. High school students and adults who would most benefit from this program would be those with limited ability and experience. The lower-than-average reading level may bore the average and above-average high school student.

The manual provides suggestions for the classroom teacher that augment what is provided in the program.The teacher needs to know about value clarification techniques, goal setting strategies, and career education and have information about interest, ability and aptitude testing. While this knowledge is expected of counselors, it is unlikely that most teachers have the type of expertise needed to accurately provide follow-up activities most useful to students.

CLINICAL INTERVIEWS

Publisher: Clinical Interviews, Box 69, Willard, NY 14588
Author: Joella M. Rand and Martin Rand
Cost: MS-DOS and Apple: $40.00; Commodore 64/128: $30.00
Hardware: IBM PC or compatible, Apple II series, or Commodore 64/128
Setting: Counselor training programs
Reviewer: Nick Piazza, Assistant Professor, University of Toledo, Toledo, OH

There have been several programs developed that allow computer users to carry on a simulated "conversation" with their computers. The most notable example is that of ELIZA. ELIZA was designed to emulate certain nondirective interviewing techniques in a simulated counseling session with a user who adopted the role of client. **Clinical Interviews** reverses the roles and allows the user to interview a computerized client.

Clinical Interviews is targeted for use with students who are just developing interview skills and who are as yet unready to work with actual clients. The goal of **Clinical Interviews** is for the student to try to elicit as much information from the "client" as possible during the interview. Each disk contains five simulated clients and each interview should last approximately two hours. The authors have worked hard to insure that the computer's responses to student questions are as appropriate and realistic as possible.

The authors are quick to note that this is not a simulation of an actual counseling session, but is only meant to be a simulation of an initial interview. Consequently, skills such as reflecting, attending, and probing are the most effective in eliciting desired responses. Other skills such as interpretation or confrontation are less effective. **Clinical Interviews** is perhaps strongest in the areas of content and realism. Each of the five simulated clients come with thorough on-disk descriptions and the computer's responses are colorful and reminiscent of actual clients. Another strong feature of the program is the on-disk help feature. If a student is unable to develop a line of questioning, he or she may ask for hints from the computer. The program is also good at discouraging students from asking inappropriate questions or making judgmental statements.

Other valuable features include the ability to temporarily step out of the interview and review one's progress and then immediately re-enter the interview at the point of exit. Unfortunately, the user does not have the option of exiting the program and re-entering it at a later date. A hard copy option is available so that students may keep a permanent record of the simulation for later review. The authors note that this option is useful in removing some of the "video game" aspects of using the program. When students realize their work may be reviewed, they take the exercise much more seriously.

Documentation is adequate and is available both on-disk and through the manual. The program is written in compiled BASIC so it runs fairly quickly and appears to be bug free. Also, because the program is written in BASIC, it was relatively easy to modify the program to run on all three of the most commonly available computer systems (Apple, IBM, and Commodore). While it is evident that much attention went into developing the program, more care could have been taken in developing the video presentation. Several screens are crude and text presentation could be more polished.

The overall impression one gets from **Clinical Interviews** is that it is a very credible effort at bringing computerized clinical simulation into the counseling and human services field. This program would appear to be ideally suited to any training or educational setting where interviewing skills are important such as counseling, social work, or nursing education programs. Several masters level counseling students were asked to use the program, and they all agreed that such a program would have been most useful in their introductory skills courses.

One feature which has been highlighted is the advantage to students who can now work on their skills in private and at their own pace. For this reason alone, **Clinical Interviews** would be a valuable addition to a training program. The limitations noted above are minor and no doubt will be addressed in later editions. However, considering the price and the performance of **Clinical Interviews** it is easy to recommend this program to anyone interested in the training and education of human service practitioners.

COPING WITH STRESS

Publisher:	Psycomp, Self-Help Software, P.O. Box 994, Woodland Hills, CA 91367
Cost:	$129.95
Hardware:	An IBM PC (or compatible) with 128K memory, a video monitor or monochrome display; an IBM-DOS diskette is needed to prepare the program.
Setting:	Appropriate for private practices and educational institutions. Devised primarily for user's home.
Reviewer:	John Bloom, Associate Professor, Northern Arizona University, Flagstaff, AZ

Coping with Stress was evaluated on an IBM PC with 64K of user memory, connected to an Epson FX-86c printer.

Coping with Stress (CWS) is promoted by its authors as belonging to a new category of software called "psychological self-help." As such, it is designed to be used primarily in the privacy of one's own home without the assistance of a helping professional. However, helping professionals will find this program an important adjunct to therapy as it provides a high tech version of bibliotherapy for clients who prefer to complete psychological homework assignments by curling up to a computer instead of curling up with a book.

The eighteen-page book that accompanies the CWS software not only tells the user how to operate the program, but "also contains important information concerning its clinically-proven effectiveness." In reality, the latter phrase means that the information presented is not concerned with the general effectiveness of cognitive therapy interventions, rather, it is concerned with how cognitive therapy interventions may help alleviate stressful situations. This information is not documented with self-help materials. This omission makes it difficult for the user to obtain additional information .

Part One of CWS presents the wide variety of intellectual and emotional factors which are known to inhibit one's adaptation and adjustment to stress. The belief that thoughts give rise to feelings, and this combination determines how we act and behave, is the philosophy behind these six lessons. Computerized personal messages (i.e., "My name is John, and I can no longer blame anything or anyone else for my emotional reactions,") make it difficult for the user to ignore his/her contributions to stressful situations. Conversely, personalized reinforcements such as "..you are doing something about your feelings in stressful situations, John," enable the user to see the progress toward the desired goal of more successfully coping with stress.

The user is encouraged by the authors to be deliberate in approaching these six lessons. Taking an hour, a day or even a week between lessons (as they instruct) should provide adequate time for the ideas to germinate.

Part Two reinforces what has been learned about stress and, when successful, the program effects a positive change in the user's feelings and in his/her coping behavior as well. In the "Exercises and Assignments" sections, the user practices what he/she has learned in three types of stressful situations: actual stress situations, anticipated stress situations, and assumed stress situations. The user also responds to a lengthy set of questions like "Do you always slough off compliments?" and "Are you skeptical about space travel?"

An important aspect of Part Two, often left out of other therapeutic interventions, is addressing the issue of how others are affected by the change in one's personality.

The package of materials I was sent to review contained two seemingly identical user books. I took the advice contained in the first book which suggested that I make a backup copy of the program. I was unsuccessful at doing this. The reason for my failure became apparent when I examined the second book and discovered that there was no mention of making a backup disk. PSYCOMP needs to be more consistent in their supplementary written materials.

I would certainly recommend this program for purchase. As the authors indicate, "It costs less than two sessions with most therapists and can be used and reused forever." Once I get over the stress of not having an extra $129.00 to invest, I will probably buy one for myself.

DRUGS: THEIR EFFECTS ON YOU

Publisher: Marshware, P.O. Box 8082, Shawnee Mission, KS 66208
Author: Unavailable
Cost: Unavailable
Hardware: Apple II+, IIe, IIc, IIGS
Setting: Elementary and secondary schools
Reviewer: Nick J. Piazza, Assistant Professor, The University of Toledo, Toledo, OH

Drugs: Their Effects on You was evaluated on an Apple IIGS with a color **Drugs: Their Effects on You** was evaluated on an Apple IIGS with a color monitor. While a color monitor is not required, it is recommended if the full benefit of the graphics are to be received Since the program is largely tutorial, a printer is not necessary.

The publisher states that **Drugs: Their Effects on You** was "designed to educate students about a variety of drugs and their effects." The program also contains important information about peer pressure and "saying no" as a pressure resistance skill. The information provided covers four types of drugs: stimulants, depressants, hallucinogens, and narcotics. The program deals with both illegal and legal chemicals, for example, caffeine, nicotine, and alcohol.

Modules are also provided on peer pressure, taking risks, and on how to say "no" to things you don't want to do. In all three cases, the program gives a balanced presentation. The user is presented with both the negative and the positive aspects of taking risks, saying no to friends, and of seeking affiliation with a peer group.

The program contains high quality information and the graphics and text are well-formatted and attractive. In addition to the information presented, there is a bibliography and a recommended reading list. Lists of supporting filmstrips and materials are also provided. Educational objectives are clearly stated and follow-up exercises are given. It is obvious that the publishers intend for their product to be used as part of a comprehensive educational program about drugs and alcohol and not a "stand alone" program.

The program comes with complete documentation including instructions on how to load and run the software. Instructions are also given on-line, so it is possible to use the program without having to refer to the manual. Program operation is smooth and logical. The publishers have achieved an ideal balance between coaching the new user along without alienating more experienced users.

The publisher should be commended for not only presenting factual information on drugs and alcohol but for trying to persuade the user to resist using chemicals. The program discusses taking risks and the need felt by young people to fit in. Unfortunately, the program limits its discussion of pressure resistance skills to simply "saying no." The authors acknowledge that saying "no" may result in "teasing" from friends, but states that the consequences from taking drugs are far worse.

The program does not address the young person who is attracted to a drug using crowd. This program would probably be most effective in reinforcing antidrug attitudes in low risk students. Whether or not this program would have any effect on high risk students or on students already using drugs and/or alcohol is doubtful.

Drugs: Their Effect on You would probably be most useful for individuals seeking factually sound information for 11 to 15 year-olds. It would best be utilized in conjunction with a more comprehensive drug and alcohol eduction program.

DRUGS: WHO'S IN CONTROL?

Publisher: Marshware, P.O. Box 8082, Shawnee Mission, KS 66208
Author: Unavailable
Cost: Unavailable
Hardware: Apple II+, IIe, IIc, IIGS
Setting: Elementary and secondary schools
Reviewer: Nick J. Piazza, Assistant Professor, The University of Toledo, Toledo, OH

Drugs: Who's in Control? was evaluated on an Apple IIGS using a color monitor. Since the program does not make use of the Apple IIGS graphics, a monochrome monitor would be more than adequate. Since the program promotes printing certain sections, a printer is recommended.

Drugs: Who's in Control? was designed to give students a chance to discuss, test, and learn the consequences of certain decisions relevant to drug or alcohol use. The program presents students with a series of four increasingly complex and very realistic social situations in which the user might be tempted or encouraged to use drugs. In each situation, the student is confronted by a "friend" and is asked to engage in some form of drug or alcohol use. The student is then given a list of (two to four) responses from which to reply. The responses range from acquiescence to resistance. Once the student chooses, the computer generates an outcome based upon the student's choice. The consequences range from nothing serious to personal injury or even death.

Probably the greatest strength of **Drugs: Who's in Control?** is the realism and honesty with which it approaches these consequences. The authors recognize that sometimes people do experiment without experiencing ill consequences. They also recognize that sometimes these experiments produce desirable outcomes. This acknowledgement seems to lend more credence to the program when more serious outcomes appear later.

Supporting this program is a comprehensive and helpful user's manual. This manual is designed primarily for the teacher, and includes detailed advice on classroom preparation, follow-up activities, and a bibliography. Forms with which to guide class discussions are included. The publishers have given permission to reproduce these forms.

The purpose of **Drugs: Who's in Control?** is to get young people thinking and discussing issues surrounding the use of drugs and alcohol. The idea behind this program is to promote positive peer pressure among students as part of a more comprehensive drug and alcohol education program. The program also provides an opportunity for students to collectively practice and role-play difficult social situations in which drugs are present.

Another strength of this program is that it is designed to be used in groups. Up to nine different groups can adopt either a male or female role, with different members playing the role of the "friend" who encourages drug use or the "follower" who must decide what to do. This aspect promotes cooperation among groups as well as group members.

Much of my favorable opinion of this product is based on the excellence of the content. The best way for this program to be utilized would be for the teacher or group leader to print out the scenarios and choices, pass them out to the groups, and read off the consequences when group discussion is completed.

Drugs: Who's in Control? is of sufficient value to be recommended to teachers/counselors looking for a realistic and honest stimulus for discussion. **Drugs: Who's in Control?** would be most efficiently used as part of an overall drug and alcohol education series.

HANDWRITING ANALYST

Publisher:	Ciasa, Inc., Wintergreen Software, Inc., 2017 Cedar St., Berkeley, CA 94709
Author:	Garth Michaels, Marilyn Maze, and Dorothy Hodos
Cost:	$49.95 + $3 shipping
Hardware:	This program requires one of the following: An IBM microcomputer with 256K and DOS 2.1 or above, a Macintosh with 512K and any operating system, or an Apple with 64K and DOS 3.3
Setting:	Mental health agencies and private practice, business and industry, universities and community colleges, high schools and the home or office
Reviewer:	John Bloom, Associate Professor, Northern Arizona University, Flagstaff, AZ

Handwriting Analyst is an outstanding piece of software for those interested in graphology and is of potential interest to counseling professionals. The well written and informative brochure indicates that graphology, like psychology, is rooted in the study of philosophy. In fact, a quote included from the Greek Philosopher Aristotle expresses his understanding of the relationship between handwriting and personality (even though he chose never to write his last name). More recently the Harvard University Psychological Clinic was the site of extensive work by Gordon Allport and Philip Vernon who observed that an individual's movements, including his/her writing, are consistent and may be considered an expression of one's personality.

With this software, the user critiques his/her own handwriting sample, the sample of a friend or relative and/or one of a dozen samples provided by various past and present personalities including Isaac Asimov, Gloria Steinem, and John Hancock. The user devotes approximately 30 to 45 minutes to considering responses to sixty questions, each having clear examples in the brochure.

So, why is a handwriting analysis software package being reviewed by a counseling software review board? True, the primary author (Michaels) has a degree in psychology, and the secondary author (Maze) a degree in counseling, but that is not a sufficient reason to recommend **Handwriting Analyst** to counseling professionals.

However, consider the veteran counselor who reported using handwriting analysis for years as a non-threatening icebreaker with high school students. He was excited about having a high-tech version available for his use. If he were using the handwriting of software developer Marilyn Maze as an example, he could discover that Marilyn, appears to "enjoy being inventive, but is able to bring her inventiveness under control. She is an abstract thinker with a philosophical mind. She is intellectually-oriented and appreciates elegant ideas which are profound and wide-reaching. She is attentive to details. She likes to read."

The printout also includes comments about physical and material drives (is neither overly thrifty nor overly generous), emotional characteristics (feelings are usually moderate in intensity) and personality traits (is cautious and reflective). Also included are insights into social behavior (is socially independent) and vocational implications (likes to omit unessential tasks).

Another use of **Handwriting Analyst** was suggested by another reviewer who commented, "You mean handwriting analysis like we used to do at the county fair? My club made a bundle of money running that booth. I think I see some fund raising possibilities for our new Chi Sigma Iota Counseling Honorary!" The enterprising organization could collect writing samples from an entire class or via an advertisement in the newspaper, perform the analysis and then send out either a Quick Report or a Detailed Report.

The Quick Report contains all the information found in the Detailed Report. The only difference is that the Quick Report uses short statements while the Detailed Report contains careful explanations of each characteristic. Length of the report varies on whether a text sample only, a signature only or both have been analyzed and the report can be sent to the screen, to a printer or to a disk before printing.

Handwriting Analyst is reasonably priced, easy to use, full of potential and just plain old fun. Whether used to advance one's skills as a graphologist, to gain insights into one's own personality, or in controlled counseling situations this software can make a unique contribution to one's personal and professional software collection.

HEART-TO-HEART

Publisher: Interactive Software, 496 LaGuardia Place, New York, NY 10012
Author: Steven Herman
Cost: $49.95
Hardware: IBM PC or compatible with 256K, one drive, and a printer
Setting: Agency/community counseling, four-year college/university, private practice
Reviewer: Scott T. Meier, Assistant Professor, SUNY, Buffalo, NY

Heart-to Heart is an IBM PC program designed to improve communication between couples. The core of the program is a comprehensive set of 180 to 200 questions spanning 12 important areas of relationships, including finances, sex, and personality differences. Both members of the relationship complete the questionnaires separately and then together they review the feedback provided by the program.

Counselors may use assessment devices with couples to identify problem areas, to motivate couples to stay in counseling, and to check on counseling progress (Boen, 1988). Many of these instruments are available to professional counselors in both computer-based and paper formats.

The program's publisher, Interactive Software, notes in its promotional materials that counselors use questionnaires in their work with couples to identify areas for further exploration. According to Interactive software, **Heart-to-Heart's** intention is to be the first couple's questionnaire "available to the general public. **Heart-to-Heart** is the first program of its kind to offer couples the ability to use their personal computers to confidentially profile and pinpoint problem areas in their relationship."

Heart-to-Heart begins with a quote of the day (mine said "Thy love is better than wine"). Couples then choose which version of the questionnaire they will complete based on the category they fit into: unmarried, premarital, unmarried with children, married without children, and married with children. It may take 45 minutes per person for each to complete the 180 to 200 five-point Likert scale items.

The program then generates the **Heart-to-Heart Talk.** The Talk presents both persons' responses to each item and suggests that one member of the couple read the item aloud while the other listens. After items for each of the sections are presented, the program selects open-ended questions (apparently on the basis of discrepancies between couples' responses; the process is unexplained) to stimulate further discussion. Finally, the program produces a chart that displays which of the 12 areas each person rated at "greatest strengths" and "needs improvement." This feedback is quite extensive: the program's documentation indicates that the printout may be 120 pages in length and may require two hours for the couple to discuss. All of this information may be sent to a printer or monitor.

In general, **Heart-to-Heart** is easy to use and understand. The program is well-organized and proceeds in a logical, consistent manner from questionnaire to feedback. In addition, **Heart-to-Heart** appears to be the product of professional programmers: the display screens are easy to read, users can end sessions at any time and later return, and the error checking procedure works well.

The program does deliver much of what is promised. Couples can complete an extensive questionnaire and receive feedback. However, problems occur with the foundations and assumptions of **Heart-to-Heart.** The copy of the program provided for this review contained brief descriptions of **Heart-to-Heart** and starting instructions, but no manual. While program operations are self-explanatory, little or no information is provided about: (a) development of the questionnaire; (b) psychometric properties, i.e., reliability and validity data; (c) underlying theoretical bases; (d) procedures for integrating the program into counseling practice; or (e) research evaluating the effectiveness of the program in improving communication skills. At present, **Heart-to-Heart** is a commercial program intended for the general public.

As a result, the usefulness of **Heart-to-Heart** to professional counselors is doubtful. With other well-researched questionnaires available, this program may not best serve the needs of counselors. **Heart-to-Heart** is a well-structured program designed to help couples explore important relationship issues, but it lacks basic information needed if professionals are going to use it. In essence, the program says: Do the questionnaire, be open and honest, take responsibility for yourself, and you'll grow as a couple. Even if couples counseling could be reduced to that formula, it's easier said than done--especially when done by computer, with no counselor to facilitate the process.

Overall, **Heart-to-Heart** is a well-programmed piece of software that is straightforward in use and purpose. The lack of a strong research and theoretical basis makes me question its use by counselors. At present, **Heart-to-Heart** is just another of the many computer-based assessments and applications in counseling that lack the support of empirical research.

THE IDEA GENERATOR

Publisher:	Experience In Software, Inc., 2039 Shattuck Ave., Suite 401, Berkeley, CA 94704
Author:	Program by Jonathan G. R. Llewellyn, Emily Martindale, and Michael Lee; Manual by Roy A. Nierenberg, Carol D. Carmick and Zelda Gifford
Cost:	$195.00 ($136.50—for Educational Institutions)
Hardware:	IBM PC (or compatible)
Setting:	Junior high school to adult
Reviewer:	J. Scott Hinkle, Professor, University of North Carolina, Greensboro, NC

The **Idea Generator** was evaluated on a Sperry PC compatible with two disk drives, which is the minimum number of drives necessary for operation of the program. It requires at least 256K bytes of memory and a printer for hard copies. Two copies of the program may be made for use on the same computer. Defective disks may be returned during the first twelve months for a fee of $25.00. A hotline for technical assistance is available, but is not toll-free. Accompanying the software is the softbound book: The Art of Creative Thinking by Gerard I. Nierenberg. The manual is clearly written, easy to follow, and consistent with the program.

This one-hour program was designed to help individuals in the field of business, education, and science with their problem-solving. No age limits are listed, but individuals under fifteen may have difficulty using the program. The **Idea Generator** is a tool that takes the user through a step-by-step process of logical problem-solving and decision-making.

This self-help software begins with the user listing a problem, working through the various techniques in the idea generation phase, and finally evaluating the outcome.

To elaborate, the problem statement section requires the user to describe the situation and list goals. Next, the idea generation screens allow the user to come up with ideas which may be sources for solving the problem. Useful techniques include similar situations, metaphors, and reversal exercise. The metaphor section includes a good example of applying metaphors as a specific problem-solving strategy. The reversal section asks the user to list the exact opposite of the original goals. After the several screens of idea generation, the user can come up with a new approach to the same situation. Users may find the reversal technique one of the most useful sections of the program.

The evaluation section asks the user to weigh the potential solutions to the problem, and then select choices that seem the most biasible. The user is asked to choose an evaluation format that includes "a single, best idea," "a few good ideas," or "many ideas." All three sections focus on the involvement of others in a decision. The authors are sensitive to the fact that most problems involve other people, and that others must be considered when looking for solutions. Included are exercises focusing on this involvement.

Although the **Idea Generator** is programmed for use in untangling complex situations, it has created a few in the process. The "idea screen" can be used before the problem is stated and clarified. This is too soon for effective use of the program and can be confusing for the first time user. The format for the presentation of the screens is repetitive and uninteresting. At times the screens change only in part, making it confusing and frustrating for the user. However, this is easy to overcome once the user realizes that partial screen changes are occurring. It would be better if slight changes or additions in the screens were represented by flashing, moving, or highlighting the changes.

Each time a file for a new problem situation is needed, the answer file must be renamed. Although cumbersome, it is accomplished easily. It is not mentioned in the regular text of the manual, but in an appendix on advise and trouble-shooting. It would be of more use if this were in the section on "getting started."

No software, including The **Idea Generator**, can do all things for all people. However, this software has some very nice features. For example, users can use their own name and then receive a printout in another name for privacy purposes. The program may be easily exited, and quickly takes the user back to the place of exiting upon return. In addition, the program will ask if any new ideas have come to mind while away and allows for a place to store them. New ideas can also be added at anytime regardless of where the user is in the program.

The **Idea Generator** may not be an appropriate program for people with poor verbal skills. For those individuals with average verbal skills it can be helpful in making a diffuse problem more specific and, therefore, more manageable. The utility of this program's application in counseling lies in its easy operation and its ability to assist clients with problem-solving without direct counselor contact. This allows the counselor more time with the client to process the client's decisions and focus on other issues. The program can potentially save time and money for both clients and those students who have good verbal skills, are motivated, and wish to engage in computer-assisted problem-solving.

IF YOU DRINK

Publisher: Multi-Health Systems, Inc., 10 Parfield Dr., Willowdale, Ontario, Canada M2J 1B9
Author: Scott Meier
Cost: $150.00
Hardware: IBM PC (5 1/4"); IBM PC (3 1/2"); Apple II series
Setting: Junior high, senior high, adult
Reviewer: John A. Casey, Assistant Professor, California State University, Long Beach, CA

If You Drink was evaluated on an Apple IIe and an Apple IIGS using a single 5 1/4-inch disk drive. No printing options are available in the program.

The program is designed to teach basic concepts in alcohol education to a wide range of ages, from students in junior high school up until adult age, although the program is best suited for a senior high clientele. The menu lists five choices of subprograms, Alcohol Quiz, Breath Analyzer, Driving Test, The Party, and Alcohol and Drugs.

Alcohol Quiz contains 48 questions on three levels of difficulty and can be played by one to four players or teams. Breath Analyzer allows a person to enter their body weight, number of drinks, and time taken to consume them, yielding a computed blood alcohol content. Driving Test assesses teen attitudes toward drinking and driving, by comparing user responses with a normative group of 3,000 high school students in eight subscales. Drugs and Alcohol displays interaction effects of alcohol with 16 commonly prescribed medications. The Party, perhaps the most intriguing component of the programs, is a quasi-interactive computer simulation where the user responds to a series of prompts, is given immediate feedback and interpretation, and proceeds through three stages: pre-party decisions about drinking, party behavior, and decisions after the party. Through an ingenious branching design, anytime a user's decisions lead to a computed Blood Alcohol level in excess of .04, new situations that could lead to violence and/or arrest are triggered.

Support materials in addition to the floppy disk include a 24-page users' manual in binder format.

This reviewer was favorably impressed with the program. The language is easily understood and factually communicated without any "preachiness" or "talking down" to the user. In field testing with college freshman referred to the university counseling center for alcohol problems, the response was positive, as it allowed the students to experience natural consequences for their actions. In fact, resistance to "forced counseling" was diffused considerably when **If You Drink** was used quasi-independently early in the counseling process. The Alcohol Quiz has a timed feature in the top level, adding an element of self-challenge and competition to the interaction.

There are several limitations to the program. First, no print or save options exist on the Apple version (the IBM version was not reviewed). Second, one cannot escape to the main menu during portions of either the driving test or its interpretation. Third, the drug/alcohol data base was tutorial, not interactive, and was severely limited in scope; the inclusion of illegal drugs would be valuable. Fourth, the "number of drinks consumed" questions are vaguely worded, leaving the definition of "one drink" open to broad interpretation. This would jeopardize the validity of the true blood alcohol content readings. Lastly, increased use of graphics would enhance viewer attentiveness.

In sum, **If You Drink** is a well-written program that could be an integral component of alcohol education in senior high school. Further, junior high and college level counselors could benefit from judicious use of the software. Substance abusers resistant to traditional therapy are likely to be less defensive and perhaps interact more honestly with this "non-preaching" program. The subcategories on the Drug Test Attitudes, such as excuses, consequences, and impatience, could provide excellent springboards for increased communication in individual and group settings.

IMPROVING YOUR SELF CONCEPT

Publisher: Microcomputer Educational Programs, 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007

Author: Unavailable

Cost: Unavailable

Hardware: Apple II+ (48K minimum), Apple IIe/IIc, or Apple IIGS, any size video monitor or regular television with the appropriate adapter—although color displays are preferable, one disk drive; IBM PC, XT, or AT computer (or compatible) with 256K minimum, CGA or Hercules graphics card with appropriate monitor, one disk drive

Setting: City sponsored program for delinquent and potentially delinquent youth

Reviewer: Mark L. Smith, Counselor, Blue Springs, MO

Improving Your Self Concept was evaluated on a Generic 286 PC with an IBM color monitor, one floppy drive and a dot-matrix printer. It is a short program designed to "help students with a low self-concept." Its intent is to help students in upper elementary school and older to "see themselves more clearly and to clarify their values...," The program allows the student to address five major areas: "Friends, School, I can..., Family, and Dreams."

A "bookmark" allows students to work on the program, stop, and then return at a later date. When the students return, the sections they have completed are highlighted allowing them to keep track of their progress. This option is very useful in cases where the instructor or counselor want to discuss each section with the students as he/she does it for discussion or if time runs out before the student can finish. The information is saved on the disk until the user completes all five sections; and then it is automatically erased. The instructor can also erase student names manually.

Improving Your Self Concept is easy to use, provides good on screen directions and requires very little instruction from the teacher or counselor. Good use of graphics helps to maintain student interest. The program allows users to work at their own pace and on areas of greatest interest to them. It provides the encouragement and skill development needed to build a positive self-concept by improving self-confidence.

KID TALK I

Publisher:	Unaweep Software, 397 Ridge Circle #1, Grand Junction, CO 81503
Author:	Mac Griffith and Richard Ross
Cost:	$49.95
Hardware:	Apple II with 64K of memory
Setting:	Elementary and middle school
Reviewer:	Gerald Sallan, School Psychologist, Guthrie Center, IA

Kid Talk I was evaluated on an Apple IIe with 64K memory. A printer is a desirable option. The program comes with a diskette and a seven-page operational manual. The counselor needs to create a data disk for storing student responses. This is required in four of the seven major program options.

Kid Talk I is a counselor-designed program intended to be used by elementary and middle school counselors as an assessing, counseling, and interviewing tool. It is especially useful in the early stages of counseling while the counselor is establishing a rapport with the student. This innovative program teams a counselor, a student and "Charlie" or "Carly" the computer in a three-way interaction. "The professional sets agenda topics (feelings, emotions, divorce, peer relationships, self-concept) and the computer provides the student with an easy and safe way to respond." Emotional and psychological issues can be handled objectively and attentively.

The attention-focusing power of the computer maintains the user's interest and additional relevant topics can be included in the program. Counselors have stated that **Kid Talk I** has been "helpful in eliciting responses from reluctant clients in a non-threatening way," as some students prefer to answer the computer's questions rather than talk directly to a counselor.

Students in grades one through four seem to be interested in using **Kid Talk I.** This program can be used independently or in pairs. A unique feature is the ability to adjust the reading speed for clients. Accurate spelling is not required.

Kid Talk I boots itself and the Main Menu is self-explanatory. The program allows for automatic data storage at the end of a module or when the "quit" option is selected. The program design has a question and answer format in three of the five interactive areas. It allows for checking correctness ("Is a correction needed? Yes/No") before proceeding to the next screen. Engaging graphics maintain interest.

"Beginning Session" requires that the counselor or student type in the student's name and sex.

"Telling About Yourself" is "designed to ease the child into working with the computer keyboard" and asks for responses about what makes them "happy, sad, mad, or worried." Since counselors can add additional topics to this section, it can be an excellent vehicle to explore and discuss personal feelings and emotions. This section seems to capture the student's interest, but it moves slowly as graphics flash onto the screen and the accompanying computer sounds can be distracting.

"Liking Yourself" is "intended to elicit information related to aspects of self-esteem." It is an opportunity for the counselor to reflect on and encourage student strengths as well as discover feared weaknesses. Users respond to questions about what makes them sad, happy, or mad; what they don't like about themselves; and reasons why they are special.

In "Behaving Yourself" users are asked their opinion about behaviors that make adults happy or angry and what type of optional behaviors might be more acceptable to adults. Students are asked about rewards they would like.

The "Blackboard" option is an easy to use mini word processor for one screen or 20 lines of information with approximately 66 characters per line. There is a menu of commands that are quite clear. Here the counselor and client can write behavioral contracts, homework assignments, stories, feelings, etc. Once the screen is full, users can print it, delete it or save it. (Only 1 screen of information can fit in the "Blackboard's" data storage).

"System Maintenance" offers the choice of: retrieving files and printing them on the screen or paper; creating a data diskette; deleting a file; or accessing **Kid Talk I** program information. Technical difficulties were experienced with information retrieval.

"End Program" boots the user out of **Kid Talk I.**

This program is NOT "therapy by computer." It can be considered computer-assisted counseling for it helps to stimulate the child's interest and possibly extend his/her attention span while generating responses on emotional and psychological issues.

Students in grades one through four seem to be interested in using **Kid Talk I.** Accurate spelling is not needed in order to proceed through the various options. Upper level students can use Kid-Talk without worrying about being told they have not spelled a word correctly and must fix it before going on.

Overall, **Kid Talk I** can be very useful in counseling elementary and middle school students. This reviewer was able to establish a rapport with an elementary student who would not talk with him, but who was more than willing to "answer" the computer's questions. I feel that **Kid Talk I's** ability to accomplish this task alone warrants its inclusion in the "counselor's bag of tricks."

LITTLE COMPUTER PEOPLE DISCOVERY KIT

Publisher:	Activision Home Computer Software, Box 7287, Mountain View, CA 94039
Author:	David Crane
Cost::	Unavailable
Hardware:	Apple II series, one disk drive; also available for Commodore 64/128
Setting:	Elementary, middle, high school, home
Reviewer:	Larry O. Ascher, Counselor, McNair Middle School, Cocoa, FL

Little Computer People Discovery Kit was used on Apple IIe and II+ with both color and monochrome monitor in the outer office of the guidance department at McNair Middle School. Many students played the game over the past two years while waiting in that area.

Little Computer People Discovery Kit consists of the Modern Computer People magazine featuring the story of the discovery of little computer people, a house-on-a-disk and a Computer Owner's Guide to Care of and Communication with **LITTLE COMPUTER PEOPLE.** The Modern Computer People magazine chronicles the discovery of the little computer people and reaction throughout the United States and describes the house-on-a-disk that will allow all computer owners to interact with one of the people who lives in their personal computer. The Computer Owner's Guide to Care of and Communication with **LITTLE COMPUTER PEOPLE** gives specific direction in using house-on-a-disk and meeting the needs of and communicating with the little computer person who moves into the house.

After the house-on-a-disk is booted, a three story house appears on the screen. Soon the little computer person (LCP) moves in with a dog. After the LCP moves into the house, he needs help taking care of his needs. The manual explains that the LCPs need the computer operators help meeting both physical and emotional needs. Commands that deliver food, fill the water tank, ring the alarm clock, leave dog food, place a phone call, pet (give positive "physical" contact) or leave a record for the stereo are defined in the manual. The LCP and his dog must have food and water or they will become ill from dehydration or hunger.

LCPs need emotional as well as physical care and can become sick if those needs are not met through attention and communication. The computer operator can communicate with the LCP through the keyboard. The LCP will type a letter on the little typewriter in the house, and the message appears on the screen. The LCP will amuse itself by playing the little piano in the house. LCPs like to play games with the computer operator and can play card war, anagrams and 5-card draw poker.

The materials provided with the **Little Computer People Discovery Kit** are interesting and easily understood. I have found the program to be an enjoyable activity for students while waiting in the guidance office. The availability of this program in the guidance office has contributed to the inviting atmosphere it is important to maintain. While the notion upon which the program is based seems light and inconsequential, the significant underlying theme in this simulation belies its humorous appearance. I have found that the use of Justin and the house-on-a-disk as a metaphor can help students explore and understand their own and other's needs.

Little Computer People Discovery Kit is marketed as a novelty game; however, it is a complex simulation that can entertain and stimulate introspection. **Little Computer People Discovery Kit** is one of those "neat little tools" that counselors can use to touch more than one level. I highly recommend this program for just plain fun and perhaps more.

MASTER BUDGET CALCULATOR

Publisher:	Wintergreen Software, 1010 Sherman Ave., Madison, WI, 53703
Author:	Bruce David Rosove
Cost:	$98.00
Hardware:	Apple series, IBM PC compatible
Setting:	Grade 11-adult
Reviewer:	Barbara Croft, Counselor, Bloom Carroll Local Schools, Carroll, OH

Master Budget Calculator is an easy to use program designed to give the user a clear idea of how he/she spends money in relationship to various values. This program would be appropriate for most adults and some high school students. The user must be familiar with the value of money. The objectives for this program are to gather information on the uses of money, to show the percentage of money spent in relationship to values, and to relate monetary amounts to different time periods. These objectives are demonstrated in the software by three distinct divisions: The Expenses Totaller, The Budget Formulator, and the Week/Month/Year $ Converter.

When using the Expenses Totaller section of the program, the user is asked to describe his/her expenses in twelve separate areas. These expenses may be actual or desired (future) expenses such as housing, clothing, and insurance. Questions are asked on various topics concerning money and the user responds with a dollar amount. The responses are then totaled and a summary of these expenses is displayed. The summary includes a dollar amount as well as the percentage of the total for each area. The final analysis gives the user the rate of pay needed per year, month, week, or hour, in order to afford/maintain the expenses listed in the summary. While using this program, the user will find that there is an inconsistency in the function of the error signal. Sometimes an "error" will be signaled; other times an error will go undetected. The user must pay attention to the screen at all times to avoid unnecessary delay in using the program.

When using the Budget Formulator section of the program, the user is asked to list his/her actual or desired expenses. The user is then asked to enter the gross income he/she would like to earn to afford these expenses. The program then calculates the monthly and weekly net amount needed to maintain this.

The third section of the program, the Week/Month/Year $ Converter, allows one to view comparisons of dollar amounts by week, month, and year.

The program allows the user to print out his/her responses in each section. The user may go back and make any changes or corrections. When making corrections, the user must reenter all previous information even if the response is not changed.

Included with the software is an easy to run **Master Budget Calculator** that provides an easy way to compare actual money spent with desired money spent and the actual percentage of money spent with the desired percentage spent. It indicates the areas in which the client may be spending more money than is necessary. If the client is receptive to the cognitive approach to handling money, this program could be beneficial to him/her. Various areas of necessary change in spending patterns may be detected using this program.

Various assumptions are made. In the Expense Totaller section of the program, for example, it is assumed that the client knows the amount of money he/she spends in each area. Also, it is assumed that if he/she does not know, he/she will make an accurate count of expenses using newspaper advertisements to gain the knowledge necessary for this. Clients may make use of outside information to gain knowledge about expenses, but it seems highly unlikely that this is an accurate reflection of those expenses.

The Week/Month/Year $ Converter seems an unnecessary inclusion in this program. A hand-held calculator could provide the same information. It is easy to use but adds no new information.

The relationship between the values of the client, and the money spent on those values, is somewhat apparent even though the necessity and ability to change those values is not addressed in this program. **Master Budget Calculator** could be a valuable introductory tool with a client who recognizes a need for change in his/her financial picture. It may be used with people just entering the employment field if they have a realistic view of their expenses and salaries at the time they are entering the work force. **Master Budget Calculator** is recommended for purchase as an information gathering tool.

MIND OVER MINORS

Publisher:	Wintergreen Software, P.O. Box 1229, Madison, WI 53701
Author:	Dr. James Johnson
Cost:	$49.95
Hardware:	Apple II with 48K or IBM PC with 128K
Setting:	Elementary and secondary schools
Reviewer:	Barbara A. Croft, Counselor, Bloom Carroll Local Schools, Carroll, OH

Mind over Minors includes two separate editions—one for parents and one for teachers. The parent edition was evaluated on an Apple IIc. The teacher edition was evaluated on an IBM PC.

Mind over Minors is a well-designed, easy-to-use computer program that can assist parents, counselors, and teachers in their dealings with children. Each edition includes a manual and two computer diskettes. The main menu of each program includes instructions, a portion that assesses the adult, a portion that assesses the child, the ability to print out the report, and information on exiting the program. The instruction portion of the program states the objectives in an easily understood manner. The language used in the program itself is non-sexist; the language used in the accompanying books, however, is not. The pronoun "he" is used when referring to a child of either sex. In the assessment portion of the program, various definitions are given for the characteristics that the user is to assess. In the definition portion of the program, there are several misspellings. This flaw does not interfere with the actual meaning of the definitions, but the user may find the errors irritating. The reading level of the printed program report seems appropriate for the target population of adults, but the reading level of the book portion seems somewhat low and uninteresting.

Technically, the parent program on the Apple IIc is easy to understand and to use. The instructions for starting the program are clear and computer novices can use them with ease. The teacher edition using the IBM PC is not as clear and easy to use. The user must know something more about computers than what the manual provides. In both editions, the screen lists the names of the students for which an assessment has been completed. This screen violates the student's confidentiality.

If the user of **Mind over Minors** completes the instruction portion of the program, he/she will have all the necessary knowledge for its use. This portion of the program is thorough and well written. It stresses that all portions of the child and the adult assessment must be completed for an accurate written report. The user will find that the "help" section of the program gives simple but clear definitions of the characteristics being assessed. The client is able to complete the two assessments at his/her own pace and can easily change answers in the assessment as he/she progresses.

Mind over Minors produces a printed or screen report for the client that covers the interaction between the client and the child being assessed. The report is divided into several areas that parents and teachers may find useful when assessing a child. The report is easy to understand and presents feasible solutions for common problems. It supplies the user with some in-depth issues with which to assess the child. This report is the most valuable tool in the program and should be printed out if at all possible, although printing is not stressed in the program.

A book containing information for managing a child is included. This book contains "cookbook" type solutions for difficult problems. Its form is too simplistic when compared to the sophistication of the program. For example, in the teacher's edition of the book, the teacher is given the suggestion to "Have Patience" when dealing with a child's academic performance. This attitude is condescending to the teacher.

Although the assessments seem accurate, no validity or reliability data is given in the manual or in the program. The items in the assessment are characteristics of the user and child with whom the user is going to work. These items are clearly stated and complete. The instruction portion of the program states the potential of the program and stresses the importance of using all items as a means of measurement. The report produced by the program indicates to what extent the objectives of the program are met.

The report generated by the program, **Mind over Minors**, is a valuable and useful tool. It gives general comments about the child and gives specific interventions the user can try with the child. The program is an individualized approach to enhance child and parent/teacher/counselor interactions.

Mind over Minors can be a valuable counseling tool. It is particularly useful to school counselors and to parents. Teachers would benefit from this program when needing help with a particular child. Although the books that accompany the program are too simplistic to be of much value, the program itself would be a useful addition to any counselor's computer program library.

NON-SEXIST CHOICES

Publisher:	Turningpoint Software, Box 6404, Monona, WI 53716-6404
Author:	Bill Buckingham
Cost:	$125.00
Hardware:	Apple IIc or IIe with 80 columns (printer and 2nd disk drive optional) or IBM
Setting:	Adaptable for multi-age and multiple uses
Reviewer:	Richard Dawley, Counselor, Milwaukee Public Schools, Milwaukee, WI

Non-Sexist Choices was reviewed on both an Apple IIe and an Apple IIc with color and monochrome screens. Using two disk drives facilitated use of the software. Several printers were successfully tried during the review process. (Note: Printer option is listed in the activity section of Disk #2.)

This program consists of a handsome, space-saving plastic binder, excellent 35-page paperback guide for the user, two program disks and 23 humorous graphic cartoons suitable for reproduction or transparencies.

Non-Sexist Choices cleverly introduces students to "bias-free communication skills." This software provides samples of sex-biased words and exercises in rewriting with bias-free language. The program includes a pretest to see if the user can spot sex-biased language (15 sentences), an introduction of 5 lessons (with exercises on Disk 2), a thesaurus of 137 non-sexist words, and a review.

A printer is useful for Lesson 5. The commands are basic: <RETURN> to go on, <CONTROL> Q for Quit, and <CONTROL> B to go Back. Escaping the program is limited to certain frames.

There are several special operating features which make the program easy to use: (1) the use of two disk drives (5.25"), (2) the main menu which compares to a Table of Contents, and (3) a review at the end of the program which "puts it all together" in exercise form. The review menu on Disk Two offers a selection of eleven main topics previously presented. These are quick reviews, not quizzes; each is one complete screen. A thesaurus is also on the second disk with insert screens giving more detailed examples. Scanning words is done with arrow keys.

Another interesting feature is the interactive typing of word choices, salutations, etc. These may also be printed with the <CONTROL> P. Your answer is printed with other appropriate solutions suggested. This is a very non-threatening learning experience. The exit screen even gives the operator a reminder to remove the disks and turn off the computer.

There are only two drawbacks observed by this reviewer: (1) the 80-column letters are hard to read because of size, and (2) there are few options to exit without rebooting.

This unique program is well-designed, easy to use, thought-provoking and engaging. The reviewer observed one emotionally disturbed exceptional education counselee in 7th grade accept the challenge with moderate enthusiasm and time-on-task behavior. **Non-Sexist Choices** deserves further exploration as a computer-assisted counseling tool.

OVER50

Publisher:	Constructive Leisure, 511 North La Cienega Boulevard, Los Angeles, CA 90048
Author:	Patricia B. Edwards
Cost:	$75.00
Hardware:	IBM PC, Apple II computers and compatibles, DEC Rainbow, and Macintosh, a parallel line printer
Setting:	Agency/community counseling, business/industry employee, personnel department, counselor education placement center, private counseling practice.
Reviewer:	Terri Rosen, Counselor, Essex Weight Loss Centers, Livingston, NJ

Over50 was evaluated on an IBM Clone, 640K, Seagate drives-20 megabytes, two floppy disks and a hard drive. A printer and GWBasic software were required for the operation of this program.

Over50 is an interactive program designed to evaluate the client's personality and provide information that will promote self understanding and life/career/leisure planning.

The program needs four modules:

1. *Needs.* Needs are defined and explained on the screen as well as printed out. The user is then asked to rate a list of needs by answering the question "How basic is this need to my comfort and happiness?"

2. *Values.* Values are often described as changing with age and with world conditions. Different situations are described and the client is asked to give each question a numerical rating by answering, "How important is it to you if..."

3. *Attitudes.* The client is reminded that it is a person's attitude that rules behavior. Attitudes are a state of feeling and disposition of mind toward some matter, fact, or object. The program encourages the client to think about various statements and give a numerical value to the extent of agreement on a 0 to 5 scale.

4. *Summary.* A numerical score is given based on the client's needs, values, and attitudes. An explanation of the scores and suggestions for improvement and change are given.

The objectives of this program are clearly stated and carefully executed. The **Over50** program motivates adults to evaluate themselves and to define areas of personality where change is beneficial. This is accomplished in a straightforward, user-friendly way.

Over50 is free of technical problems although it should be noted that the program will not work unless a printer is on-line and powered up. This is not a problem but should not be overlooked. In some cases, GWBasic is also needed in addition to the **Over50** software. Forty to fifty minutes are needed to complete the program. Instructions are easy to follow. Sometimes hitting the keys too fast causes the cursor to disappear and the program to race on the screen. The user soon grasps this and begins to run the program at a proper pace.

Clients can use the program with no prior training, control the pace of the program, and become actively involved in scoring and interpreting personal needs, values and attitudes. The program is concise, neat and free from redundant information.

Over50 gives feedback after responses to the statements are scored and gives input as to how the client or counselor might interpret the various scores. The feedback is nonthreatening, helpful and easy to understand. The printout is concise with both scores and explanations so that the client may go over it alone or with a counselor.

The vendor provides excellent support for the client and the counselor. The **Over50** manual provides the step-by-step instructions on starting the computer program, and a detailed operating sequence. The manual also provides additional information and exercises designed to help one delve deeper into the program. The materials are accurate and easy to understand. The information provided on how to use the program both technically and theoretically is quite specific. The manual informs the user that if all these things do not work, it might be necessary to buy additional software (including Basic). This reviewer misread the start-up instructions and was courteously provided with instructions on program set-up over the telephone.

Over50 can provide the adult population with valuable insight. In today's society where people live longer, healthier and more productive lives, **Over50** speaks to a "new generation." This group often seeks reevaluation and can benefit by rediscovering their needs, values and attitudes. The program increases a sense of self-awareness. The concepts in **Over50** are relevant and applicable to the target audience. At the end of the program, the concepts are reviewed and summarized. The items in **Over50** are explored adequately and are clearly stated.

Over50 is a good program for anyone interested in assessing and evaluating needs, attitudes and values. For anyone interested in enhancing his/her sense of self-awareness **Over50** is worth investigating.

SPECTRUM-I

Publisher: MetriTech, 111 North Market St., Champaign, IL 61820
Authors: Larry A. Braskamp and Martin Maehr
Cost: $479.00
Hardware: IBM PC or compatible with 256K memory, one floppy disk drive, and printer
Setting: Placement center or personnel department
Reviewer: Matthew E. Lambert, Assistant Professor, Texas Tech University, Lubbock, TX

Spectrum-I was evaluated on a Zenith model Z-159 computer with a Zenith color monitor and an Epson LX-800 printer.

Spectrum-I is designed to be a decision support system to be used in employee selection and career planning. It is a multi-function program that directly administers, scores, and reports the results of a 77-item instrument used for analyzing individual differences in motivation, values, and career/lifestyle preferences. **Spectrum-I's** Data Management sections also enable modification of the user interface, password data security, client data management, and development of decision models for comparing client profiles to ideal employee profiles. A tree-based menu structure is used to traverse these program functions.

The 77-item instrument administered by the **Spectrum-I** program is based on research conducted by the authors. The **Spectrum-I** instrument is designed to be used as an assessment tool in employee selection and screening, and as a career advancement decision support. According to the program documentation, the instrument can be computer administered in approximately 10 to 15 minutes, although in actual practice it may take clients 5 to 10 minutes longer. The additional time is due to the ambiguous nature of some test items, changes in the response formats during the administration, and the number of keystrokes needed to enter responses. Many of the test items can be interpreted with multiple meanings, and at times the response options do not fit the items. In addition, after approximately 15 test items the response format changes from alphabetic to numeric input. This change occurs without any warning or instructions to the client. The number of keystrokes required to enter responses also tends to slow down the administration process.

The **Spectrum-I** instrument yields four scales: (1) Accomplishment, (2) Recognition, (3) Power, and (4) Affiliation, which can all be interpreted with respect to a client's suitability for a particular position or career advancement. A fifth "Bias" scale is also generated representing the client's responses upon completion of the instrument. These scales were developed using a factor analysis procedure based upon the results of research conducted with adult workers and college students. The factor loadings for the four main scales are presented in the program manual; however, minimal reliability and no validity data are presented. The lack of psychometric data for the instrument make using it for screening, selection, or career advancement decisions questionable at best.

The issues of the **Spectrum-I** instrument's reliability and validity are compounded when customized decision models are developed for comparing actual individual profiles to ideal profiles (one of the program's main features and selling points). The manual states that when comparing actual individual profiles to ideal profiles, a linear regression equation is generated resulting in a comparison. However, minimal information is given as to how the equation in constructed, or in what order the variables were entered into the equation. Furthermore, the process of decision model development presented in the manual, upon which the linear regression equations are based, is ambiguous and confusing. A realistic comparison of ideal and actual individual profiles is difficult with the above constraints. It is anticipated that a great deal of experience with the program is necessary before one can effectively use the program to its fullest potential.

Numerous difficulties were also noted in the program's general data management functions. As an example, data entry error correction is achieved by requiring data to be entered as a combination of keystrokes. This guards against incorrect data entry by accidental keystrokes. This process, however, prevents the changing of responses once they have been verified. One would need to delete a data file and then rekey the entire file. In addition, data entry cannot be interrupted and restarted without reentering all data. These data entry constraints are found in the direct administration, decision model development and hand data entry routines. Similar problems were noted while traversing the program's menu options. Correcting erroneous menu selections requires traversing a minimum of two additional screens before an escape option is available. Finally, the response options available for each screen are not always presented on-screen and no on-line help is available for assistance, although the manual does provide a one page "map" of the available options.

In summary, the **Spectrum-I** program offers personnel counselors a means to assess prospective and current employees' motivation, values, and lifestyle preferences, and to provide decision support information for employee selection or career advancement. Problems related to the test instrument's psychometric properties, test administration, and the program's data management capabilities may cause users some difficulties.

MetriTech responds:

Samuel E. Krug, Ph.D., President of MetriTech, responds to several of the reviewer's comments:

Dr. Lambert describes certain "data entry constraints found in the direct administration, decision model development, and hand data entry routines" that "prevent changing of responses once they have been entered." In fact, the direct administration algorithm we use allows the examinee to select an answer and, if desired, change it as often as he or she wants. However, once the examinee *verifies* a response, that answer is recorded and can't be changed. Nor can the examinee omit a question, return and change an answer once verified, or complete the test at two different times (split administration). This algorithm, which is only used during direct client administration, is consistent with desirable testing practices and theoretically sound. For the decision model development and hand data entry routines, which are presumed to be used by the test administrator or a clerical assistant, alternative algorithms are used.

Dr. Lambert notes, with regard to the decision model process, that "no information is given, however, as to how the equation is constructed." Although the procedure is not described in detail, page 37 of the manual references the method (Tatsuoka & Cattell, 1970).

Regarding problems in "traversing the program's menu options," it isn't really necessary for the user to "maintain notes of the instructions or remember the exact keystrokes necessary to access all available options." The manual provides a one-page "map" of the options for users.

Regarding the "minimal reliability and no validity data": (a) scale reliabilities reported for a sample of more than 1000 adults qualifies as more than minimal and (b) the factor analysis certainly qualifies as relevant to the issue of construct validity. Furthermore, the manual references but does not attempt to duplicate the extensive information regarding the development and validation of Spectrum found in the Maehr and Braskamp book.

The psychometric and validity information currently reported in the manual is limited. However, as is true of any new instrument we are only beginning to organize and publish studies and dissertations that have been completed with this new instrument. Until they are incorporated in the manual, we have supplied users with copies of articles and published research findings.

Dr. Lambert responds:

In response to the issues raised by Dr. Krug in his letter, I would like to present the following statements. First, Dr. Krug questions my assessment of the data entry procedures used in the SPECTRUM-I program. While he is quite accurate when he indicates that the examinee can "select an answer and, if desired, change it as many times as he or she wants" and that "once the examinee verifies a response, that answer is recorded and can't be changed.," it is this verification process, however, which is the essence of the data entry format difficulty. The verification procedure does not allow any way to correct verification errors which may occur as a function of keystroke errors or item misinterpretation. The only way to correct these errors is by readministering the test. Although, Dr. Krug states that different algorithms are used for model development or hand data entry, the same data entry difficulties were experienced in those program segments.

In addition to the data entry procedures, Dr. Krug also expressed concern over my comments about traversing SPECTRUM-I's menu system. While my comments may have been excessively strong, the problems with the menuing system should not be glossed over. To my recollection (not having the program here to review) traversing the menus, forward or backward, was a difficult process involving multiple keystrokes. Dr. Krug is accurate when he says that the manual provides a one-page "map" of the user options, however, the "map" does not tell users the command or keystrokes involved in traversing those options. Without that type of instruction, the user would need the help I indicated.

The problems with the various human-computer interfaces could be easily remedied by reviewing the relevant human factors research. Attendance to human factors issues is stipulated in the Guidelines for Computer-Based Tests and Interpretations (APA, 1985).

Third, Dr. Krug questioned my statement about the lack of information regarding the development of the equations used for decision modeling. Granted, the manual references the original method for creating the equations, but I would question the utility of that reference for the user who is interpreting model results (as was done in the review). The manual fails to provide the information necessary for a user to make reasonable and qualified judgments, another guideline listed in the APA (1985) guidelines.

Fourth, Dr. Krug takes issue with my comments regarding the manual's "limited reliability and no validity data." Again, the manual does list the results of a reliability study with "1000 adults" and I did refer to this in my review. The manual did not, however, provide any additional reliability data. Information on test-retest would probably be most useful with an instrument whose purpose is to be used as a career advancement decision support tool over time. The need for reliability information of this type is specifically referred to in the Standards for Educational and Psychological Tests (APA, 1985).

With respect to the absence of validity data for the test this is a significant problem. Although the results of the factor analysis are presented, that data in no way implies the validity of the test, especially with respect to its intended use. The absence of criterion-related validity information is particularly troubling to me since this program is to be used for employment and career advancement decisions. Furthermore, the factor analysis data refers to the paper-and-pencil version of the test and not the computer version. The APA guidelines for computer-based tests clearly stipulate that validity studies demonstrating the equivalence of paper-and-pencil and computer versions should be conducted and included in the test manuals.

I could go on to address other issues of reliability and validity, but it appears unnecessary in light of my previous comments and recent discussions of computer-based testing that have appeared in the professional literature. Furthermore, Dr. Krug's statements that they are just now compiling and publishing the results of research with this instrument leads me to think that the test and this program were released prematurely. Additional research is necessary to completely elucidate the reliability and validity of this instrument in its present form before its use can become widespread.

Finally, I am somewhat concerned that Dr. Krug may not be completely aware of the power of computer-based tests or the way in which people actually use computer programs. In many cases, manuals are only referred to when something doesn't work and then the user wants easy to follow instructions for fixing the problem. Additionally, expecting end-users to go find references that may require significant effort not only to obtain, but also to interpret effectively probably is asking a little too much. Most end-users do not have the time nor the inclination to do that type of research.

THE TOOL BOX FOR EMOTIONAL AND SOCIAL GROWTH

Publisher: Peak Potential, Inc., Box 1461, Loveland, CO 80538
Author: Barbara Benjamin, et al.
Cost: $950.00
Hardware: Apple II series
Setting: K-12
Reviewer: John A. Casey, Assistant Professor, California State University, Long Beach, CA

The Tool Box is a comprehensive guidance kit that includes software as one component intended to be used in conjunction with other portions of the kit. The software was tested on standard Apple IIe and an Apple IIGS computers using a 5 1/4-inch disk drive. No print functions were available on the program.

The Tool Box is designed for the professional counselor working with school-age children and young adults. The goals of the kit are to: (1) help children develop a cognitive structure within which they can identify feelings in themselves and others, recognize and label those feelings, and develop social skills which allow them to express as well as respond well to their own and other's feelings; (2) give children the opportunity and encouragement to practice, apply, and integrate this cognitive structure into their lives; and (3) help the professional user and the children to monitor and document change.

There are 11 components that make up **The Tool Box**, including two sets of 10 non-copy-protected floppy disks. The two software sets, "Feeling Facts/Feeling Fables" and "How Did I Feel?," are intended to compliment the other nine components: "Vocabulary Cards," 62 Feeling Words; "Mad-Sad-Glad Game," a group interaction board game; "Crazy Cards," a collection of 180 social skill building activities; "Role Plays," the beginnings of 50 dialogues to act out; "Activity Lessons," a book of ideas for group and individual leaders; "Goal Group," a group structure to develop, monitor, and modify children's goals; "Fast Process," a flexible format for real-life problem solving; "Maps," visual representations of children's feeling word vocabularies; and "The Big Book," a structure to motivate individual responsibility for growth.

In the software series "How Did I Feel?," two disks are intended as introductory for developmentally immature users, two "Life in General" disks cover a range of situations, and the remaining four focus on specific issues such as "Family," "Divorce and Step-families."

The Feeling Facts/Feeling Fables series includes five disks in the former category and five in the latter. In the Feeling Facts section, children are asked to deductively determine what feeling word is being described after being given a definition, example, and number of letters. Each time an inaccurate guess is made, one letter of the word is provided as a clue. In the Feeling Fables section, five sets of stories are presented: "Penguin Puzzles," "Kitten Crazes," "Monster Muddles," "Dino Dithers," and "Robot Riddles." A story is presented, followed by questions that allow the child to supply feelings about the story characters without forcing the child to expose her or his feelings. The intensity level of the stories can be adjusted according to individual needs.

In sum, **The Tool Box** for Emotional and Social Growth can be a highly useful set of tools for teaching children about feelings. It is obviously written by people who know children, with stories that are of high interest and motivation for children. This reviewer let his 7-year-old daughter loose with the program and had to forcibly pry her loose a half-hour later for another appointment. The kit would be a valuable addition for preschool teachers and elementary school counselors.

In addition to the well-written content of the stories, the activity book is a collection of sure-fire hits with children. Further, the colorful graphics of the cards and board game are attractive motivators. Though the authors are quick to point out this is not a "diagnostic instrument" and it is a "tool, not a remedy," perceptive counselors could use many of the activities for trust-building in small groups and classroom guidance programs while observing student performance as sources of both projective and objective data.

There are some limitations to the program. First, no print capabilities for hard copy and no recordkeeping system on the disks to allow for a compilation of responses. Exact spelling is necessary in order to score correctly in the programs. Use of graphics is very limited. The 62 feeling words identified as most essential to learn were apparently chosen from a list of 700 on the basis of "logic" and were not empirically derived. Indeed, there are no validation studies or references to theoretical orientations provided in the manual documentation. The authors fail to list their own credentials or background. Perhaps in an effort to assure broad marketability, no specific grade or age range is mentioned beyond "school-age children to young adult." In a serious content oversight, responses to some potentially sensitive areas (e.g., improper sexual touching by an uncle) fail to suggest to the user the availability of professional assistance by other non-family members, such as a school counselor, principal or teacher. However, all disks include a suggestion that children talk to an adult about sensitive contents.

The assets of the program clearly outweigh the limitations. The kit contains a wealth of resources and activities attractively packaged and developmentally appropriate for K-12 settings under appropriate supervision.

UNDERSTAND YOURSELF

Publisher: Dynacomp, Inc., P.O. Box 18129, Rochester, NY 14618
Cost: $29.95
Hardware: IBM (all models) and compatibles, Apple, Tandy (requires 48K)
Setting: High school, college, agency (late teens-adults)
Reviewer: Nina W. Brown, Associate Professor, Old Dominion University, Norfolk, VA

Understand Yourself was reviewed using the IBM PC and IBM PC Compatible. It is a series of assessment instruments on the following topics:

The Assertive Test
The Conscience Test
The Manipulative Test
The Personal Equation Test
A Test of Marital Adjustment
Measurement of Personal Adjustment
Individual Scale of Values
Preferred Activities Test
A Test of Sexual Attitudes

Each test is taken and scored separately. The directions are presented for each test and prompts appear on the screen as reminders. Answering requires the individual to press a key. Each test can be completed in 5-15 minutes depending on the rate of reading. The method and format for presenting the tests are simple and easy to use by someone unfamiliar with the program. However, the documentation provided is scant and the directions for starting the program may be difficult for anyone unfamiliar with the program.

The screen is formatted well and the user controls the pace. These characteristics would make it easy for an unsupervised person to take the tests.

The computer scores the test and the results can be printed as well as being available on the screen.

The items on the various tests were derived from Dr. Harry Gunn's book "Test Yourself." The tests are quick, easy and superficial. No supporting data is given on validity, reliability or norms. The scores are given for each test individually and are not summarized or compiled, thus, a personality profile is not available.

This program could be used by counselors to initiate discussions on the various topics with individuals or in groups. It has the advantage of providing the individual with some information about self, although it is only on a superficial basis. Many individuals fear or dread tests and these could serve to allay some fears because the administration is under the control of the client. The client may then wish to find out more about him/herself and be willing to take personality tests that provide more in-depth information.

VALUES CLARIFICATION SERIES

Publisher: The Conover Company, Ltd., P.O. Box 155, Omro, WI 54963
Author: Bonnie Simms
Cost: $69.95
Hardware: Apple IIe series
Setting: Middle and high schools
Reviewer: John W. Bloom, Associate Professor, Northern Arizona University, Flagstaff, AZ

The **Values Clarification Series** of the Conover Company's Guidance and Counseling Software Series was reviewed on an Apple IIe and an Imagewriter II printer. It may represent the best of what can be purchased for under $100, but falls short of being a first class program. The user is first struck by the brevity of the materials used to describe the program and its usage. While the series includes six subprograms, all are covered in only nine and one half pages of instructions.

Because the brochure presents absolutely no information pertaining to the reliability or validity of any of the scales, the user cannot use any of the scales with any degree of confidence. Face validity is apparent, but no information is presented describing the recommended professional settings, the target populations and appropriate age/grade levels. It should be noted, however, that while the vendor suggested (under separate cover) use of this program in middle school and high school settings, this author's fifth grade daughter had absolutely no trouble using the software or understanding the concepts dealt with therein.

The brochure does begin with a note that all of these programs are to be used under the direction of a qualified counselor in conjunction with one-on-one or group counseling with a client. While such warnings are usually welcomed by professional counselors, this author sees little psychological harm coming from the use of the program by mature teenagers and even selected pre-teens. The counselor may, however, serve a valuable role as a facilitator of communication between parent and child after the various subprograms have been explored independently by each.

The program begins with the clever, animated drawing of an open door and an invitation to "Come on in and join us." The user then selects one of the six subprograms. The first subprogram is a Student Survey of Interests: a test, based on some Holland type constructs, which leads to information about types of careers one should consider if one is practical, inquiring, artistic, sociable, aggressive or traditional.

Technical errors do exist in the programs. For example, it is not possible to escape a subprogram while in the midst of it. This is particularly a problem in the first subprogram which can take more than twenty minutes to complete. Rebooting the entire program is always an option.

The Student Survey of Interests program ends with the admonition to further investigate some of the careers, but no mention is made of how one goes about doing that. This may be the reason the user is encouraged to go through the program with a qualified counselor, but even qualified counselors appreciate some direction in carrying out their responsibilities.

Subprograms 2 and 3 explore values people possess or strive for (e.g., wealth, security, health, and joy), and words that are characteristic of people (e.g., reliability, neatness, honesty and obedience).

At the end of these subprograms the user decides if the results are to be presented on a screen or on a printout. The printout could be a valuable vehicle for stimulating parent/child discussions but reports results only and lacks any kind of instruction for the parent.

Part four presents a series of "What Would You Do" situations. What would you do if your friend is beating his dog with a stick? What would you do if your parent is marrying someone you don't like?

Part five deals with twelve values statements in the areas of truth and honesty..."I will never cheat" and "I believe that everybody who breaks a law should be punished," for example. The responses may indicate the rigidity of the thinking of the user, but probably little more. The user is to indicate the rationale behind the response selected (strongly or somewhat agree or disagree).

The final program asks users to identify six to ten people and/or ideas which are important parts of their lives. This, the most unstructured of the six routines, may be the most beneficial.

Both an eleven and fifteen year old user rated this program a "5" on a five point scale on the item "The program was interesting" and a "4" on the item "I would recommend this program to a friend" perhaps indicating a serious discrepancy between the 'ivory tower' world of the reviewer and 'real world' of the users!

YOU AND OTHERS

Publisher: Conover Company, Ltd., P.O. Box 155, Omro, WI 54963
Author: Bonnie Simms
Cost: $69.95
Hardware: Apple II series with 48K, 5 1/4" floppy disk drive, and DOS 3.3
Setting: Middle and high school
Reviewer: Greg Burns, Counselor, Shadeville Elementary School, Crawfordville, FL

The **You and Others Series** program is part of the **Guidance and Counseling Software** designed to impart information about social skills to adolescents. Five types of relationships are addressed in which adolescents may find themselves the target of dislike. These relationships include the student/teacher, student/principal, classmate/classmate, child/parent, and friend/friend. The areas selected are very real areas of concern for many adolescents; with the help provided by this program some anxiety may be alleviated

Each of the five subroutines consists of 10-12 multiple-choice questions. Each one presents a brief situation and then lists four possible responses. Three of the possibilities are considered to be maladaptive, and one is considered ideal. In the very brief introduction the user's name is requested (profane words are not locked out). The user then goes through all the questions in one subroutine. The program accepts only the stated possibilities as answers. Then each question is displayed again, with the user's response. If one of the maladaptive responses was chosen, a sentence follows stating "That is not the best thing to do." Next a short paragraph appears explaining the ideal choice. This same procedure occurs when the ideal choice is selected. The program does not allow for any deviation or early termination.

There are some color screens, but they are unrelated to the work in the subroutines. Several graphics flashed so quickly that it was virtually impossible to identify them.

There are no stated goals for any of the subroutines or for the whole program. Each question seems to stand alone, and there is no apparent strategy within the subroutine for choosing the questions. They do relate to the title in a general way, but the outcome seems to be the learning of the specific answer to each question, rather than the learning of a skill. The answers, though appropriate, are presented in a moralistic, judgmental manner. It would be analogous to a counselor answering a client's every question or comment with advice.

Although the support material does not specify a population, the questions appear to focus on upper middle, junior high, and high school concerns. The static and repetitious manner of presentation, however, is likely to bore older students; this, along with the moralistic tone of the responses may alienate the very group who might most benefit from this program—the rebellious isolates or potential student drop-outs.

A user can work through the subroutines quickly. The four offered responses seem too limited. More choices and a "none of the above" option would greatly facilitate the sense that each user was able to individualize the work. As it exists, some questions would be unrelatable to a user because of the limited response options.

Because the program is intended to be a self-help tool, results are available only on the monitor. Thus, there is no ability for the counselor to keep any records of an individual student's work on this program. It does not have printer capability either, so the user is unable to obtain a copy of the advice given.

The support documentation for the program is limited. The questions are not printed anywhere. Instructions for starting (even simply "Press Return") are not provided. No theoretical framework for the program is offered. There is no follow-up offered, nor is information provided illustrating how one can generalize the lessons to fit other situations. The pronouns are masculine in most of the questions.

The content of the program has face validity and relevance. It's just that the manner of presentation is dry and disjointed. Having been written in 1984, the level of programming is very simplistic and uses very little of the computer's potential. For example, there are no choice points that branch to separate subroutines, allowing very little personalization.

In conclusion, this program addresses some very important concerns of adolescents. Unfortunately, it is representative of a very early stage of computer programming and is, therefore, quite limited both in technical sophistication and in its theoretical framework and organization. An updated version that corrects these problems would be worth reviewing.

Software for Career Counseling

CAREER COUNSELOR

Publisher:	Queue, Inc., 5 Chapel Hill Dr., Fairfield, CT 06432
Author:	Unavailable
Cost:	$59.95
Hardware:	Apple II, IIe, or IIc with 48K
Setting:	High school, vocational-technical setting, community college
Reviewer:	Thomas V. Trotter, Assistant Professor, Indiana University at South Bend, IN

Career Counselor was evaluated on an Apple IIe equipped with dual disk drive (although a single disk drive would suffice) and dot matrix printer. This career development program consists of two modules: **Search for Careers** and **Career Dictionary**.

Search for Careers uses a constellation of 12 characteristics and component variables considered to be important factors when choosing a career. This program is not identified with any particular theoretical orientation. These job characteristics include: interests, aptitudes, educational level, physical demand, environment, variation of tasks, independence, creativity, leadership, career category, earnings range, and employment outlook.

Clients may select any or all of these job characteristics for assessment. As each job characteristic and its component variables are presented, preferences must be indicated. Those careers matching the resulting preference pattern are pulled out of the repository of 501 careers and displayed. How preference patterns are related to file careers is not specified as documented technical data is lacking. This module can be completed in a 50-minute class period.

Through the second module, **Career Dictionary**, clients can access limited descriptive information about any of the 501 careers held on file. The standardized information provided includes: occupational title, a brief description, D.O.T. number, earning level (range), and employment outlook. **Dictionary** serves as a useful adjunct to **Search** in providing an opportunity to further research careers linked to personal preference patterns. Basic background data - date of collection, size of sample, representativeness, and so on, is not available.

The 501 careers and the career categories represent occupational offerings requiring a high school diploma, trade-technical school, and/or community college credentials. This program may have considerably less to offer the four-year college, college graduate, or professional school-bound student. Client orientation and close monitoring is necessary. Constant referral to the HELP screen is essential in understanding the concepts introduced with each job characteristic.

The manual furnished with the software is neither sufficiently instructive nor sequential in its presentation of information. As indicated above, it was necessary to access optional commands in order to clarify presented concepts or to comprehend program format.

In the cases of clientele for whom many variables (within the job characteristics and component variables) are desired, career possibilities will be exhausted very early in the program. This reviewer (and adolescent assistant) needed to retrace responses and had to compromise earlier preferences in order for even one career opportunity to be found.

The printed report lists the 12 characteristics and response patterns for each. These posted response patterns are not easily interpreted, as they lack column headings or other identifying information. Career possibilities appear at the bottom of the report.

In an overall perspective, Career Counselor provides a brief entree into career development for the less demanding client who values fewer core characteristics. This program does not, however, stand alone as a guidance tool and its use should be coupled with frequent counselor intervention in order to maximize benefit.

CAREER DECISION-MAKING SYSTEM

Publisher:	American Guidance Service, Publisher's Building, Circle Pines, MN 55014
Author:	Thomas F. Harrington and Arthur J. O'Shea
Cost:	$165.00 for package (program disk, two data disks, and 50 interpretive folders), backup copy of program is $15.00, additional data disk is $49.00
Hardware:	TRS-50, models III and IV; Apple II+, IIe, IIc, DOS 3.3, 48K minimum
Setting:	High schools, community colleges, libraries or career counseling centers
Reviewer:	Donald Thompson, Professor, The University of Connecticut, Storrs, CT

The **Career Decision-Making System, CDM,** is intended as a tool to assist individuals in exploring career options. Individuals match expressed career interests and self-assessment of abilities to career opportunities. It is most useful for high school or community college students who have not spent a great deal of time analyzing their interests and career plans. The program requires users to indicate their interests, abilities, job values, and future plans. The program then analyzes the choices and produces a report of the results in one of three formats, including a one-page profile summary, a three- or four-page report (including some analysis of the results), or a comprehensive interpretive report approximately eight to twelve pages that explores career clusters in great detail. The comprehensive report includes job lists with information on duties, requirements, and employment demands forecasted until 1995.

The program, including time spent on printing the report, requires 25 to 45 minutes to complete. Minimal computer skills are required to take the CDM. The directions are included in the documentation. In fact, there is little else in the documentation. Most of the programs' description and instructions are presented on screen as a part of the test-taking sequence. The program format is clear and easy to follow.

No supplemental materials or recommendations for follow-up activities accompany the program. The manual suggests seeing a counselor if questions arise concerning the results. The program refers the user to related resource materials such as the *Occupational Outlook Handbook* for additional information. The *Guide for Occupational Exploration* is available at extra cost and is excellent for follow-up occupational exploration.

The CDM has existed in paper and pencil form for more than 10 years. It has received generally favorable reviews as a self-scored interest inventory that provides extensive and timely occupational information. It would appear that the CDM has garnered a loyal following among career counselors and has enjoyed significant popularity in the interest testing arena. However, some experts have raised questions about the validity and other psychometric properties of the measure. Career counselors should familiarize themselves with the information on this topic before assuming that the CDM is the definitive tool for assessing a clients' vocational interests. For comprehensive reviews on the empirical qualities of the paper and pencil version of the CDM, refer to the *8th/9th Mental Measurements Yearbook,* and *A Counselor's Guide to Vocational Guidance Instruments.*

The high school (N=39) and college students (N=8) who used this program were quite enthusiastic about the CDM. They were impressed with the ease of the program the on-the-spot, feedback and the personalized,comprehensive report. A major factor contributing to user satisfaction was the test-taking process, which requires self-assessment and the development of an interest, value, and ability profile. And, equally important, users thought the information provided represented an accurate portrayal of their interests and career aspirations. One minor limitation is that the occupational information presented in the comprehensive report is for the national labor market. Local, state, or regional projections are not provided.

Once users begin the CDM, he/she must continue until completion. A user cannot stop the administration and return later. This can present a problem in school situations unless counselors are careful in scheduling to insure that students have ample time to complete the CDM. Some students complained that the program was too long and several felt that the comprehensive report provided too much information.

For beginning a career search, the CDM can be a very useful career planning tool. The computerized version operates smoothly and is generally good presentation. The program provides extensive career planning information which can be very useful to a student. The program has performed flawlessly through many trials. Currently, CDM only supports the TRS-80 and Apple II. The publisher has been promising an IBM (MS-DOS) compatible version for at least two years but it has yet to appear. However, if you have used and like the results of the paper and pencil version of the CDM, you will be impressed with the ease of use and the excellent reports generated by the computerized version. These factors combined with the relatively low cost make the microcomputer version of the CDM a good buy

CAREER DIRECTIONS

Publisher: Jefferson Software/Cambridge Career Products, One Players Club Dr., Charleston, WV 25311
Author: Julie Margolis
Cost: $89.00
Hardware: Apple II series, 48K; IBM PC, XT, AT or compatible with 64K
Setting: Designed for the young adult, but may be used with younger students with a counselor
Reviewer: Robert F. Bronk, Counselor, Louis M. Klein Middle School, Harrison, NY

Career Directions was evaluated on an Apple IIe with 64K with a printer.

This reviewer uses **Career Directions** in his counseling office with his seventh grade students. Although this may not have been the author's intent, the quality and flexibility of the program has not only allowed the reviewer to adapt it to fit his needs, but has done so with great success.

Unfortunately, **Career Directions** does not have versions for different age levels. This very fine program could be outstanding with an "age appropriate" version. A high school planning segment could be created to be linked with an age appropriate version to aid in the assessment process.

Unfortunately, this program has not been revised since 1982. An update, in addition to the development of multiple versions, could increase patronage.

Career Directions involves the student in the process of making good career choices. The program considers that individuals must determine their life interests, and goals, discover what career opportunities are available, and realize the importance of self motivation in obtaining goals.

The reviewer used the program with great success in a classroom setting. The reviewer had certain expectations with regards to careers and goals, all of which were met by this program: first, to make students think about their future; second, to teach the process of information retrieval from a data base; third, to teach decision making skills; fourth, to relate grade seven to future stages in life.

Career Directions has program and data disks. A printer is preferred because print-outs are one of the things students like most about the session. Career Directions is a user friendly, interactive program that allows the user to have a high level of personal involvement in the assessment process.

Career Directions is designed to involve the student in learning how to make good life decisions. This program is not designed for laboratory or group use. **Career Directions** is administered most effectively by a counselor. In computer assisted counseling the counselor's role is to clarify questions and enhance the understanding of the student. **Career Directions** facilitates this exploration process.

After completing the assessment, the computer produces an analysis of all entered information. This analysis lists the student's responses and then supplies the student with names of colleges that reflect the expressed interests.

The occupations are grouped by educational requirements. The exploration menu allows one to retrieve information from an extensive data base (500 careers). Students are given a copy of the print-out. The original is placed into the student's folder as a part of the permanent record. This assessment satisfies both the state and federal requirements for vocational assessments for special education students.

Career Directions is of high quality both in design and function. It is a fine program in both concept and ease of use. The process of analysis takes about five minutes.

Even though the programs' language is not entirely appropriate for my students, it is the heart of our career guidance program. **Career Directions** has filled a void in meeting the needs of this reviewer's students. If properly revised, and with additional versions for a variety of ages, this program could be outstanding. At present, I rate it as very good.

CAREER EXPLORATION SERIES

Publisher: CFKR Career Materials, Inc., P.O. Box 437, Meadow Vista, CA 95722

Authors: Arthur Cutler, Francis Ferry, Robert Kauk, and Robert Rabinett

Cost: Series price $249.95 or six individual disks for 49.95 each; booklets and folders for 35 students/clients are $45.95 for each of the six vocational areas

Hardware: IBM compatible, Apple, TRS-80, and Commodore with a minimum of 48K memory using any monitor or printer type

Settings: Agency/community counseling, business/industry employee-personnel department, community college, counselor education, placement center, library, and private counseling practice

Reviewer: Gary M. Cusick, Program Assistant, University of Wisconsin, Madison, WI

An IBM Personal System/2 model 30 and a leading Edge Model D were used to preview the programs using a single 5 1/4" disk drive.

The **Career Exploration Series** is an assessment device that attempts to match occupational interest with job titles.

Users are asked to evaluate working conditions, types of educational demands and to decide to which of the three they are most oriented; data, people or things. Six disks are included: Agriculture (AG-D), Business (BIZ-O), Consumer Economics and Related Occupations (CER-O), Design, Art & Communications Occupations, (DAC-O), Industrial Occupations (IND-O), and Scientific, Mathematical and Health Occupations (SCI-O). Each disk takes five minutes to complete.

The **Career Exploration Series** is presented simply and clearly. Future versions should easily correct a few minor problems. For instance, inadmissible responses are greeted by a longish beep, and several screens blink past too quickly to be read.

The program rapidly matches interests with job title. At the programs completion, users are provided with ten of the best matching titles and several related job titles.

Career Exploration Series contain COMMAND.COM and AUTOEXEC.BAT files to make each assessment self-booting. However, the COMMAND.COM file may not be compatible with all IBM compatible computers. The Leading Edge computer was unable to run any of these disks due to this incompatibility.

The self-paced programs have response choices and definitions for each screen. Users cannot exit the program or change answers until completing the program.

Users can see their results on the screen and or make a printout. Users receive additional information such as salary range, job outlook, the type and number of years of training required, job definition, a list of related jobs, and the address of a professional organization for additional information.

If user responses do not significantly match the jobs in a particular occupational area, they are given an opportunity to try again or to exit the program. Responses or results cannot be saved to disk for later use.

The **Career Exploration Series** provides clear objectives, theoretical basis, user suggestions, and step by step directions in a well written user's manual. I sent a letter to the vendor requesting help with a technical problem. My letter was promptly answered by phone and a replacement disk was delivered to me by a national carrier.

Content of the **Career Exploration Series** is applicable to the publisher's stated target populations. Persons with little work experience, low career maturity, or those wishing to change occupations, will find the **Career Exploration Series** of value. Professionals and workers with years of experience may find the **Career Exploration Series** to be superficial.

Reliability and validity of the paper and pencil instruments upon which the Career Information Series is based are mentioned in the user's guide, but no figures are given.

Jobs selected for use in the **Career Exploration Series** are selected on the basis of their occurrence in the population. The user's manual states that occupations used by this series comprise 90 percent of the nation's occupational titles. According to the user's manual, the data files are updated every two years.

The **Career Exploration Series** assumes that the user's occupational interest area is known. Job-O, another CFKR program intended to precede to the **Career Exploration Series**, assists the user in choosing a broad occupational area. The user may gain useful information regarding occupations he or she may not have previously considered.

The **Career Exploration Series** allows the user to quickly explore his or her vocational interests in a non-threatening way. Users who are overwhelmed by the complexity of the world of work should find the **Career Exploration Series** a friendly place to start.

CAREER FINDER

Publisher:	Wintergreen Software, P.O. Box 1229, Madison, WI 53701-1229
Authors:	Marilyn Maze and Patricia Waldren
Cost:	$189.00 (updates at one-half current price)
Hardware:	IBM PC or compatible or Apple II
Setting:	Agency, community college, junior high school, high school, private practice
Reviewer:	Diane L. Kjos, Professor, Governors State University, University Park, IL

Career Finder was evaluated on an IBM XT and a AT&T 6300. At first glance, it looks much like a number of occupational search and information systems. The unique characteristics that set it off from other packages include the nature of questions used and the care taken to make it easily readable and understandable without talking down to the more sophisticated user.

Career Finder is designed to meet the career information needs of people with low career maturity and low reading skills, giving them the opportunity to learn about occupations and how their interests and values relate to them. It consists of 18 questions related to key occupational interests and values. The responses to these questions form the parameters for a search of 430 entry-level, mainstream occupations from which a minimum of 20 are selected which best fit the stated preferences of the user.

The instrument used to develop the list of occupations consists of a group of 10 questions related to specific occupational demands or characteristics and 8 questions related to work setting and personal attributes or values, such as style of dress preferred and work commitment or drive. The accompanying *Counselor's Manual* gives a detailed description of each item. Although limited references for occupational characteristics are given, attributes appear to be accurately coded for the occupations.

After completing the instrument, the user can request information about how well their answers fit a particular occupation. Fit is given for each item in terms of "yes," "no," and "almost." Because the scale for each item is limited to three or four points, the counselor will want to note particularly the items where an "almost" occurs. For example, what are the implications of a high interest in using numbers for an occupation that requires a medium interest in that area?

The occupational information files give a brief description of each occupation, training required, entry level, wage, and estimated time it would take to find work in that occupation. Because the files are based on national data, the counselor will want to note regional differences for specific occupations. A list of readily available references is given for each occupation.

Career Finder is based on a premise that continuous scores can be derived from nominal data. Thus, while there is value in providing the user with a list of at least 20 occupations that appear to be the most promising, the *Counselor's Manual* reminds us that the results should not be taken literally.

The value of the system as a provider of occupational information would be improved by allowing the user to move directly to the information files from an opening or menu screen. As the program is now structured, the user must go to the first question and then type HELP to access the information files. The resulting HELP screen, itself, could be improved, as the directions are not entirely clear and hitting RETURN puts the user in an even more confusing position.

The *Counselor's Manual* is well written and easy to follow. It could be improved by clearer definitions of goals and target populations. A helpful description of the Standard Occupational Classification system and user materials on easy to duplicate forms enhances the usability of the document. One error was noted in both this document and the printout provided the user. In both cases, it is stated that the "20 occupations" with the highest scores are listed. This should more accurately read "at least 20 occupations."

Career Finder is based on a clear, well structured logic and effectively gives the user an opportunity to learn about occupations and how their interests and values relate to them. This software is easy to use by almost anyone and well worth the cost of purchase. The charge for updates may appear high, but if content as well as design is updated, they too should be worth the price.

CAREER PASSPORT

Publisher: Career Passport Associates, 1151 Nimitz Lane, Foster City, CA 94404

Author: Career Passport Associates

Cost: $395.00

Hardware: Apple IIc, IIe, IIGS and compatible computers with 64K and two disk drives, monitor and printer; can also be installed on a hard disk or RAM expansion cards

Setting: High school or community agency—gifted and special education, dropout recovery, vocational education, general academic students

Reviewer: W. Ridgely Haines, Jr., Director and Consultant, Center for Educational and Career Advancement, Clark's Summit, PA

Career Passport was evaluated on an Apple IIc with 128K and an Apple Imagewriter printer. It is a computer-based process that can be used as both a counseling/advising tool and as a resume tool.

Career Passport is recommended as a culminating activity to a career education program. This program covers three areas: self assessment and awareness, knowledge of the world of work, and knowledge of various careers. The authors recommend that students produce their first **Career Passport** in the tenth grade, revise them each year as their "job readiness" improves.

Students begin the process by completing a "Computer Input Form." This form includes sections in identification information, short and long range objectives, educational plans, education training, job skills, paid job experience, voluntary job experience, family responsibilities, and specific strengths and abilities. This document, along with reference forms, are the basis for the student's **Career Passport**, and once completed, are given to a "computer operator" for input into the computer. Two versions of a student's **Passport** can be printed: one that contains all the information from the computer input form and a short form that does not not include educational plans, job skills, personal strengths and abilities, and references. The type of **Passport** to be utilized depends on its intended use.

The instructor/counselor manual included with the software contains extensive and clearly written details on the following: goals, objectives, implementation strategies, and outcomes, student preparation, instructions for completing a "computer input packet," computer operator instructions, and uses for the **Career Passport**. Also included are sample forms and passports as well as masters for reproducing the necessary forms and information sheets.

There is very little to criticize in **Career Passport**. Instructions for each step in the process are concise yet comprehensive. Software usage is relatively easy once the operating procedures and editing functions are learned. Each screen is clearly formatted with consistent response format. The data file management capabilities and the ability to batch process student **Career Passports** and mailing labels are particularly useful features.

One minor drawback to the program is the text editing feature. It took the reviewer time to adjust to the function. This feature has been improved upon in the most recent revision, according to the publisher.

This evaluator had two high school sophomores, two juniors, and one senior go through the **Career Passport** process. Completion of the computer input form, inputting the information into the computer, and generation of each individual student's passport were done in a single session, took about one hour and fifteen minutes. All gave the program a high rating.

Career Passport, then, is a well-designed program that achieves its intended objectives. It was developed with the assistance of employers in California's Silicon Valley, and the result is a high-quality and beneficial program. It is an excellent capstone to a comprehensive high school career education program, and purchase is highly recommended.

CAREER PLANNING SYSTEM

Publisher:	The Conover Company, Ltd., P.O Box 155, Omro, WI 54963
Author:	National Center for Research in Vocational Education
Cost:	$1495.00 (free bi-annual updates)
Hardware:	Apple IIc or IIe, 48K, two disk drives, Epson LX-80 printer, joysticks, color monitor desirable, but optional
Setting:	Middle school, high school, agency
Reviewer:	Richard Dawley, Counselor, Milwaukee Public Schools, Milwaukee, WI

The Career Planning System (CPS) is packaged in a three ring binder notebook/folder with plastic sheets with slots for 27 floppy disks; twenty, double-sided, are used in the program. Also, included are an instructor's manual, student guide, and an abbreviated two-page, laminated summary of the start-up procedures. CPS was field tested and developed by the National Center for Research in Vocational Education at Ohio State University using special needs students with mild retardation, learning disabilities and behavioral handicaps capable of reading at the 3.5 grade level.

There are two ways to use CPS. The first is the "Direct Entry Access." In this mode, no student records are retained on the disk, and students merely view disks continuing career clusters. The second mode uses the "Full Management System." It retains student records using a discreet CPS Code Number. It can create rosters and perform other data base sorts. Management Options also include "Interest Sort Results," "Student Progress Information," "Reaction Form Data," "Delete Student From Roster," and "Interest Area Change."

An additional option is "Using Educational Plan." This feature allows students to obtain quick printouts of high school courses that relate to each "Worker Trait Group," or the student's interest sort results. A customized feature for original purchases allows specific, local course titles to be inserted on the disk. Printouts also contain questions and further work for the students and counselor to pursue.

The "Full Management System" requires a student data disk which can hold up to 15 students' data. Once the data disk is ready, the student proceeds to read the introduction screens, and answers questions in the "Interest Sort Results." After this is completed he/she can begin viewing the "Interest Areas" of any of the 40 disks containing interest area activities. The areas are classified as advising, arranging, building and making, doing clerical work, helping, maintaining and repairing, thinking in pictures, using environmental information, working with equipment, and working with numbers and symbols. Students may reenter data in subsequent sessions.

This reviewer, a novice computer user, had some difficulty understanding the organization and management of the system. However, after several hours of experimenting and observing 7th and 8th grade students using the system, it became comprehensible. Some counselors may find the mechanics of creating student data disks time consuming.

Student evaluations were mixed. Two high achieving 7th grade students, a boy and girl, did not find the activities very interesting or helpful. However, this program captivated an 8th grade girl. No exceptional education students were enrolled in the reviewer's school to serve as evaluators.

CAREER SCAN IV

Publisher: National Education Software Services, 1879 Locust Drive, Verona, WI 53593

Author: Unavailable

Cost: $169.00 original purchase price, update program purchase $84.50

Hardware: Apple II+, IIe, IIGS, and Apple compatible; TRS-80 Models III, IV; Commodore; IBM PC, XT, and most IBM compatibles

Setting: Middle school, high school, college, and community agencies

Reviewer: Jane Arnold Spanel, Career Counselor, University of North Carolina, Chapel Hill, NC

Career Scan IV was evaluated on an IBM PC XT with a 10MB hard disk. It is a career search and exploration program that is divided into six segments:

The *Introductory Segment* provides copyright information and introduces the program to the user.

The *Question Segment* presents questions to the user that he/she must answer before the occupational search can be performed.

The *Rating Segment* asks the user to rate the importance of previous responses.

The *Group Search Segment* displays an assortment of occupational groups that are the most likely to contain occupations matching the user's responses.

The *Occupational Search Segment* presents occupational titles and brief descriptions on the screen in accordance to the users responses.

In the *Closing Segment* users can obtain printouts of their work and have an opportunity to change responses. Occupational titles with accompanying codes derived from the Standard Occupational Classification system (SOC) are provided as is a bibliography for each occupation listed. The user is provided a very brief listing of contact people.

The **Career Scan IV** manual is easy to understand with clear and precise start-up directions and descriptive material pertaining to the content and development of the program. Although the manual lists the 20 occupational groups and indicates the number of job titles within each category, no listing of these titles is provided. The inclusion of such data would be an asset to both counselor and client. Clients with at least a sixth grade reading level can handle the vocabulary, sentence structure, descriptive material, and instructions. The program's simplicity, repetitiveness of on-screen information, and paucity of hard-copy, may make **Career Scan IV** unappealing to more sophisticated clients. For students with a high level of intellectual curiosity the terse and mechanical data presentation may raise additional questions rather than answer them. This may also create boredom after using the system for a short period of time.

Career Scan IV is a software program for school counselors, community college counselors, and community agency personnel with limited budgets who desire "user friendly" software that can be purchased outright and copied for same-site usage. It also provides inexpensive annual updates, and draws upon a very extensive occupational title database.

CAREERSEARCH

Publisher:	The Guidance Shoppe, 2909 Brandemere Dr., Tallahassee, FL 32312
Author:	Unavailable
Cost:	$95.00
Hardware:	Apple II, IIc, IIe, 64K, one drive, printer recommended
Setting:	Middle school
Reviewer:	Colin W. Kahl, Counselor, Liverpool High School, Liverpool, NY

CareerSearch was evaluated on an Apple IIe. Only one drive is required for the two-sided program disk and single-sided occupation disk; directions for changing disks are simple and clearly stated. The program, targeted for a middle school population, introduces young people to the concepts and process of career exploration.

The program is introduced by several screens discussing the world of work, jobs, and the factors involved in career choices. The user is then informed that **CareerSearch** will focus only on interests and their relationship to career choice with a reminder, however, to keep in mind that abilities and values are the necessary components in such a choice.

CareerSearch presents the user with a series of questions relating to interests. The questions, however, are only presented a few at a time after the user has found a "key" hidden in a maze. Altogether, nine "keys" are hidden in the maze. This maze is presented either in three-dimension or as an overview of the entire maze. Young people may find the search through the maze intriguing at first, but the three-dimensional view in particular may become tiresome because the program must redraw the screen after each move. The moves are generated by pressing the "F", "B", and left or right arrow keys. The entire maze approach can be eliminated by pressing the "ESC" key while the program boots. The program will, in that case, simply present the series of questions to the user and appreciably shorten the completion time. Counselors would be well-advised to read the small manual that comes with **CareerSearch** and decide whether the maze option is necessary or useful as a motivator for student-users.

The user responds to thirty interest-related questions. Examples of the questions are "Do you like leading other people?" and "Do you like planning projects or activities?" The yes/no responses to these questions generate a list of jobs and job clusters appropriate to the interests expressed. The jobs are presented in three groups according to the level of education required. This presentation is nicely preceded by a pie chart graphically illustrating the percentage of jobs that fall into each educational level. **CareerSearch** lists the top ten jobs in each group—high school, vocational-technical or two-year college, and four-year college and beyond—and ranks them by a percentage of compatibility (i.e., those that match most closely with the user's expressed interests). Each list is followed by a bar graph to reinforce visually the relationship of the ten jobs. Finally, **CareerSearch** presents the top fifteen jobs determined by percentage of compatibility from all three groups.

After a brief but helpful discussion of career clusters, the program presents a concise description of the top three clusters determined by the user's earlier responses. Further activities are then suggested, including "Visit your school or public library," "Talk to your counselor," and "Talk to people working in the jobs you are exploring."

Finally, the user is given the option of going back to review his/her results, changing his/her responses to questions, or getting more information by using the occupations disk for short descriptions of one or all the occupations identified by the search. A final option enables the user to print all the data found in the search as well as the thirty original interest-related questions and the user's yes or no response.

CareerSearch, properly used, is a helpful tool in introducing career exploration concepts to the targeted middle school population. As in most computer programs designed to enhance and further the process of career exploration, the counselor (or other supervising professional) must first familiarize himself/herself thoroughly with the capabilities and limitations of the program. After doing this he/she is better able to help the student-user understand the implications and value of the program's results. In the case of **CareerSearch**, for example, users should be strongly reminded that only the interest variable is being used to identify appropriate careers.

With or without the use of the maze as a possible interest-getter or motivator, **CareerSearch** is a worthwhile introduction to the process of exploring and identifying potential careers. Its language, presentation of concepts, ease, and judicious use of graphics make it well-suited to the middle school student.

CHOICES JR.

Publisher: CSG Careerware, 955 Green Valley Cresent, Ottawa, Ontario, Canada K2C 3V4

Author: Phillip S. Jarvis

Cost: $395.00 (one time payment, perpetual license)

Hardware: Apple II+ or IIe with two 5 1/4" disk drives, video display (monochrome), printer optional; IBM PC or fully compatible, one 5 1/4" or 3 1/2" disk drive, video display (color/graphics card required), printer optional

Setting: Elementary and middle school, counselor education, library, computer labs, counseling centers

Reviewer: Ruta Celkis, Career Specialist, Pinckney High School, Pinckney, MI

This software was evaluated on an Apple IIe computer with a dual floppy disk drive.

Choices Jr. is designed as a career exploration tool for students in grades five through nine (**Choices** is available for students in Grades ten and above). **Choices Jr.** consists of three modules: 1) a tutorial which introduces and defines career exploration terminology; 2) a module in which students enter their activity preferences (up to 120), education plans, and favorite school subjects. This student data is matched to career fields (total of 20); and 3) specific information about occupational groups related to career fields generated in the second module.

Choices Jr. contains up to 16 occupational groups for each career field. The occupational groups are defined with a short job description, and by interests, working conditions, personality, lifestyle, money, school subjects, and abilities. The personality section is related to Holland's RIASEC categories. Pay levels are within broad ranges representing national averages for groups of occupations. The information is generally easy to read and well organized and provides a quick overview of a wide variety of occupational groups.

One of the support materials provided is the Career Book which lists all 250 Occupational Groups in **Choices Jr.** This book also contains several specific occupations (totaling 3,500) for each group. Activity checklists are also provided to help one use the computer more efficiently. Students can complete the 120 activity questions beforehand and then enter their results into the computer for processing. Additional copies of the activity checklists are available. Copies of the software can be made to use with additional computers. However, only one key disk is provided for initial start-up. This disk is needed to start-up each computer.

The reading level of this software would also make it appropriate for slow learners. The publisher indicates that students can interact initially without assistance but recommends follow-up activities. The tutorial portion presents some good information although the Apple version may be somewhat abstract to the young user. Some additional visual aids may be useful in helping users distinguish between career field, career group, occupation, and job.

No suggested follow-up activities are provided. Since the career fields do not strictly conform to generally used occupational classification systems, counselors/teachers are encouraged to prepare "crosswalks" to appropriate titles and code numbers in their own career resource materials.

Overall **Choices Jr.** is a well designed career exploration tool for students in grades 6 through 9. There is a great deal of information contained on two disks. Because of the amount of data contained, users may need to be patient waiting for the information to be displayed. Data is presented on the screen one line at a time. Even though this happens quickly it tends to slow the user down. As the student moves on to the next screen, there is a short waiting period for information to appear. There are no control keys to allow the user to move back and forth between modules. The user is prompted to move to a different section only after completing the sequence previously selected.

The slowness of the program is a result of the substantial amount of information contained on two disks. When used in a relaxed and unhurried atmosphere this may not be too much of a disadvantage. Another approach may be to use the activity checklists to generate occupational fields and then combine the computer output with other career information for exploration purposes. This would facilitate using some of the program's capabilities with a group of students.

COMPU-JOB

Publisher:	Education Associates, Inc., P.O. Box 4, 8 Crab Orchard Rd., Frankfort, KY 40601
Authors:	Shelley Mauer and Tom Braun
Cost:	$129.00
Hardware:	Apple II series, TRS-80, or IBM computer with 64K and one disk drive, printer
Setting:	Junior high and high school, community college, placement center, private counseling practice (grades 9-14)
Reviewer	W. Ridgely Haines, Jr., Director and Consultant, Center for Educational and Career Advancement, Clark's Summit, PA

Compu-Job was evaluated on an Apple IIc with 128K. It is a process designed to assist participants in acquiring the skills and knowledge needed in finding employment. **Compu-Job** was originally designed to be solely instructor-based, but micro-computer software was developed to allow for individualized and self-paced instruction.

This reviewer experienced first-hand the vendor's responsiveness to user problems, as the program disk was defective and "crashed" after the second screen. A phone call was placed to the vendor, and a new, functioning disk was received by mail only two days later.

Compu-Job is recommended for students in grades 9-14 and can be used in a variety of settings. The Instructor's Manual that accompanies the package provides detailed lesson plans for each unit, but lacks information on how to implement the program. There are no instructions on how one might integrate the program into a career education curriculum, or how participants in the computer-assisted version are to be selected and oriented to its usage.

There are five basic sections in the computer version: identifying and finding jobs, preparing for the job search, obtaining a job, keeping a job, and review. Each section includes two to five units of instruction on job types, the use of newspaper want-ads, resume development, job interviewing, and developing good working relationships on the job. It is a complete program, covering many details of job seeking and securing process. The resume section, however, is outdated, as the user is requested to provide personal data such as date of birth, height and weight, and marital status. The currently accepted practice is to include this information only in the very few instances where it has relevance to the job or type of work applied for.

The software is easy to use, and students can utilize the program with little or no supervision. The amount of text that students must read on the various screens, however, is excessive and somewhat uninteresting. If the program was interactive in nature, this would not be a drawback. The computer version of **Compu-Job,** however, appears to be merely a slightly revised version of the instructor based program, and makes very little use of the unique capabilities of the computer. For example, with the exception of the resume section, students respond to items and questions for each unit in an accompanying student workbook, rather than entering and storing their responses in the computer.

This evaluator had several high school students seeking temporary summer jobs use the software. Each spent a total of approximately five hours using the program, but lost interest before completing the entire process. Conscientiously completing all of the units would likely take approximately twenty-five hours.

Compu-Job, then covers all aspects of the job-finding process, and even includes several units of review.

THE CREATIVE RESUME

Publisher: Education Associates, Inc., P.O. Box Y, 8 Crab Orchard Rd., Frankfort, KY 40601
Author: Shelley Mauer and John Fields
Cost: $129.00
Hardware: IBM PC or compatible, Apple II, 128K, one 5 1/4 disk drive, dot matrix or letter quality printer
Setting: Community college, counselor education, high school, placement center
Reviewer: Gene Sampson, Assistant Professor, St. John's University, Jamaica, NY

The Creative Resume was evaluated on an IBM PC with dual 5 1/4" floppy disk drives. Resumes were printed on Epson RX-80 dot-matrix and Brother HR-25 letter-quality printers. Graphics capability is not required.

The Creative Resume program facilitates the preparation of resumes in a variety of ways. The program is menu driven and is well organized. A logical step-by-step format guides the user through the development of a resume based upon a chosen format. The menu system should encourage computer novices to remain involved in the program. It is forgiving of errors by presenting a menu, choices for the next step, or a "help" screen.

The program can be used as a teaching tool to develop and demonstrate various resume formats. The program allows one to print out either portions of a document or the entire file. Although the program allows only one resume format per disk, the information can be selected and repositioned to best suit the needs and preferences of the user.

It would be helpful if **The Creative Resume** could be set up to run on two floppy drives. The instruction manual provided no information that would allow one drive to be used for the program disk and the other for the data disk. However, disk access is infrequent and a great deal of disk swapping is not needed.

The ability to place more than one resume format or to file more than one individual's resume on a single disk would be helpful. A multi-page resume takes up less than 10 percent of data disk space, leaving room for much more information. The only benefit to the present system is that each client may keep his/her own resume on his/her own disk for later updating, revision, and printing.

When printing a multi-page resume the program does not stop for paper change, but assumes that continuous form-feed paper is being used. This limitation is not indicated in the documentation and since a resume is normally printed upon quality bond paper this may be a real disadvantage.

Using enhanced printing functions can add to the visual presentation of a resume. Such print enhancements are not supported by **The Creative Resume**; only underlining and use of capitals set headings apart from the resume content.

Supportive printed materials are provided with this program. These documents can be used to orient students to resume development philosophy and to the basics of job search procedures.

Overall, **The Creative Resume** provides a highly structured logical approach to the development of resumes for a variety of purposes. The program is suitable for teaching the basics of resume preparation and for developing and printing resumes for students and entry level job seekers. Individuals needing multi-page resumes or those with a more sophisticated appearance will be better served with a book of resume formats and a simple word processor.

DISCOVER FOR COLLEGES AND ADULTS

Publisher: American College Testing Program, 230 Schilling Circle, Schilling Plaza South, Hunt Valley, MD 21031

Author: JoAnn Bowlsbey

Cost: $1750.00/year lease, first copy; cost decreases with additional copies

Hardware: IBM PC or XT, minimum 10MB hard drive, 256K RAM, CGA monitor, printer optional but recommended, PC-DOS or MS-DOS of 3.0 or higher

Setting: College or adult counseling or career guidance center

Reviewer: Bill Allbritten, Director, Counseling and Testing Center and Learning Center, Murray State University, Murray, KY

Discover for Colleges and Adults was tested on an IBM PC XT using an IBM 10MB hard drive. The system was also equipped with an IBM CGA card and an IBM CGA monitor.

This package is very large and as its size would suggest, comprehensive. It is oriented towards college and adult clients. Its many features allow the counselor to adapt an approach appropriate to the diverse clientele found in these populations. Two primary approaches may be taken in using the system: an "Information Only" approach; and a "Guidance" approach.

The information approach allows the counselor and/or client to quickly access information by skipping the questionnaire modules. A sophisticated record management system allows very fast retrievals of data within the various data files. The guidance approach allows the user and counselor to systematically work through the nine modules of the program.

The first module, "Beginning the Career Journey," is designed to teach effective career planning. The second module, "Learning About the World of Work," provides an overview of the ACT world of work design.

The third module, "Learning About Yourself," is a set of 4 inventories that assess interests, abilities (self-ratings), experience, and values. The relationship of these characteristics to the world of work is also explored in this module. The fourth module, "Finding Occupations," can identify occupations based upon responses to the questionnaires in the third module, scores from paper-and-pencil inventories, or specific job characteristics, and can display a listing of careers/jobs sorted in order of the number of matches found between the user's characteristics and those of the job.

The fifth module, "Learning About Occupations," provides information about selected occupations and directs the user through exercises that narrow the selected list of occupations to ten or fewer. The sixth module, "Making Education Choices," is related to the fifth, in that training paths are identified for the ten or fewer selected occupations from Module Five.

The seventh module, "Planning Next Steps," takes the user through a process of identification of specific schools or institutions offering desired training, provides information on these schools, suggests links to military occupational specialties, provides information concerning job hunting skills, provides financial aid recommendations, and provides information about non-traditional methods of acquiring credit, such as credit by examination or portfolio examination.

Module eight, "Planning Your Career," guides users in assessing their "career rainbow," the amount of time they currently spend on each of life's roles. Module nine, "Making Transitions," helps the user analyze the "temperature" of a transition—how much stress they have accepted and whether they can handle this amount of stress.

Movement through the system is analogous to using a printed document. Forward backward, as well as random entry to the modules and sections within modules, is provided. Navigation hints appear throughout the system; the likelihood of the client becoming "lost" is minimized. A typical client will likely require 3 or 4 one-hour sessions plus a follow up with a counselor to get the most out of the system.

The manual is excellent, providing suggestions as to use as well as screen examples to guide the counselor. Nothing can substitute for several hours of personal work with the program, however.

Support is provided by telephone or at user/publisher workshops. A telephone number is provided in all documentation; the user is encouraged to contact the Discover Center (a branch of ACT) for help with any problems. Staff are friendly, concerned, and knowledgeable. This reviewer has had only positive experiences with this group.

Most effective usage, in this reviewer's opinion, takes place when an initial interview is conducted with the client, one to four sessions (depending on client needs) are completed with the system, and then the client has a follow up summary interview with the counselor. It is difficult to envision an adult and/or college age client needing career guidance for which this system is not appropriate. This is a mature program. Versions have been marketed for many years.

The reviewer's office was one of the early sites for the original IBM PC version of the program. It has been gratifying to see the development of the program absorb many of the recommendations provided by users. The publisher sponsors frequent workshops on the use of the program. Attendance at these is very rewarding. This reviewer strongly recommends this product; it clearly meets its design goals.

DISCOVER FOR HIGH SCHOOLS

Publisher: American College Testing Program, Inc., 2201 North Dodge St., Iowa City, IA 52243

Author: Unavailable

Cost: $1750.00 for first copy

Hardware: IBM PC or compatible, PS/2 Model 30 and 50, also selected Apple, TRS-80, DEC VAX and HP3000 computers, requires minimum of 10MB hard disk; in IBM PC configuration requires 256K RAM, color graphics capability, and DOS 3.0 or higher

Setting: High school, community college, college and adult versions are also available

Reviewer: Gene Sampson, Assistant Professor, St. John's University, Jamaica, NY

Discover for High Schools is a program for career and educational planning that consists of the following seven modules: (1) Beginning the Career Journey, (2) Learning About the World of Work, (3) Learning About Yourself, (4) Finding Occupations, (5) Learning About Occupations, (6) Making Educational Choices, and (7) Planning Next Steps.

Discover provides a system that allows students to explore the world of work, consider personal attributes that relate to a variety of work situations, and identify fields of study that may lead to employment in desired areas.

There are two major ways that **Discover** can be used. The first path is through the Guidance Plus Information Approach. On-line administration of interest, self-rating of abilities, experience and values inventories provide information for matching personal attributes with occupations. Students can also use results of interest inventories such as the Self-Directed Search, and/or aptitude tests such as the Differential Aptitude Test.

Information from the above inventories and tests are used along with the level of education the student wishes to attain to identify specific occupations as well as groups of careers categorized under **Discover's** World-of-Work Map.

Programs of study providing entry into selected occupations can be identified from **Discover's** data files. These files include information on 2,921 vocational/technical schools, 1,458 two-year colleges, 1,731 four-year colleges, 1,241 graduate schools, 144 external degree programs and 212 military programs.

The second way to use **Discover** is through the Information Only Approach. With this method students can quickly access information about specific jobs or jobs which share common characteristics, schools or military programs, financial aid for school, job seeking skills, and non-traditional ways to earn college credit.

The amount of time needed for average student use is 2-4 hours. Work sessions can easily be broken up into 30-45 minute segments. Information can be printed or saved to disk for future use. Completion of the Career Planning Guidebook before going on-line with **Discover** can save a great amount of computer time.

Administrative and counselor management reports on users can be generated for school use. Among other options, reports on users can be broken down by grade level, gender and counselor identification numbers. This information may be useful in program evaluation and for future funding requests.

Discover for High Schools is well organized and easy for even a computer novice to use. Clear, attractive and uncluttered menus provide a logical and sequenced method of moving through the program.

In using **Discover** a few problems were noted. These problems were readily corrected by a call to a pleasant technical support team. Overnight delivery of needed materials proved more than satisfactory.

Many of **Discover's** printouts do not have headings, making it difficult to identify the characteristics upon which the listings are based. Pencil notations on the computer paper provided a less than satisfactory solution to this problem.

More error correction prompts on screen would be helpful. For example, when searching for a four-year college by code number if the code for an occupation is used by mistake the program simply returns a fresh screen without indicating the nature of the problem or how to correct it. Overall, the problems encountered in installation and use of this sophisticated program were insignificant.

Discover for High Schools is flexible and most enjoyable and easy to use. The program and supplemental materials are thorough and well organized. Data files are updated yearly to provide current information.

High schools considering purchase of a comprehensive computer-based career planning system should seriously look at the **Discover for High Schools** package.

DISCOVER FOR JUNIOR HIGH AND MIDDLE SCHOOLS

Publisher: American College Testing Program, Inc., 2201 North Dodge, Iowa City, IA 52243
Author: JoAnn Bowlsbey
Cost: Single copy, perpetual - $500.00; Annual - $323.00
Hardware: Apple IIe with 128K (enhanced) with two 5 1/4" disk drives, dot matrix printer, and a Grappler interface card; IBM version in development
Setting: For students in grades 6-9
Reviewer: Robert F. Bronk, Counselor, Louis M. Klein Middle School, Harrison, NY

Discover for the Middle School was evaluated by a group of forty seventh-grade students using an Apple IIe in this counselor's office. Individual sessions of one period each were scheduled following a group introduction in our Computer Literacy classes. **Discover** is an interactive program that allows the student to work alone or with the counselor. No student manual is provided nor is one necessary for the on-screen student information is quite clear. For purposes of computer-aided counseling, the professional manual provided considerable information to the counselor.

Discover for the Middle School has three parts:
Part 1. You and the World of Work
Part 2. Exploring Occupations
Part 3. Planning for High School

In the reviewer's career education program it was decided to run parts 1 and 2 in grade seven, then save to disk and run part 3 in grade eight.

The program signs students on and off, gives clear instructions along the way, and has a record keeping or administrative process. It is a program that is user friendly and self instructional. There are a total of five disks (actually six) to run the whole program: Boot, Entry, You and the World of Work, Exploring Occupations, and Planning for High School (a general version and record keeping disk).

A multiple disk program may be cost effective compared to the hard disk version, but in this counselor's opinion it does not work. There are components, such as a values clarification or a job simulation, that will not fit on or into the program in the present format. However, adding further information or tasks may create a program that would require more student and counselor time and prove less enjoyable than the present version.

Discover's content is built upon the ACT's concept called the "World of Work Map." This concept is one that is logical, simple and easily explained to the student. The program allows students to explore their interests and learn more about work choices in life.

The structure of the program is logical for it combines both instruction and interaction. To teach the student the "World of Work" the program uses "Moxey the Mouse" in a maze. This game requires the student to answer questions about worker tasks in order to "help" Moxey reach the goal (of the cheese). Students loved the challenge of the game and really did very well in this interesting departure from the norm in career exploration.

Part 1. "You and the World of Work" - This process has a review of the work tasks (helped by Moxey) so that the student sees where they are on the World of Work Map.

Part 2. "Exploring Occupations" - The next step in the process allows the student to see the relationship of occupational clusters with worker tasks:

Part 3. "Planning for High School" - This part of the **Discover** program takes students from the concept of work on to self assessment and into the planning stage. **Discover** provides a general file of typical courses and graduation requirements. This is fine, but the gems of the program are the disks "Administration of" and "Localization." The creative counselor may load into the computer high school graduation requirements and courses that may meet those needs.

Discover is a most comprehensive and systematic approach to career awareness and the process of planning. The printouts, especially the graphics, are easily understood. **Discover** is a wonderful educational tool for the counselor. One of the things the reviewer liked about the **Discover** program is that it helps students to understand how abilities and work lead to success in life.

The program does lack flexibility in the area of movement from menu to menu, but then it is not a data base. Access to the job information is quite limited, but for the intended population that is fine. The planning part shows great promise, but again it does have some real limitations in our world of complex graduation requirements.

The cluster concept and the relationship of careers to the individual school program is what makes Discover a real success! This is a most ambitions effort to make educational and career choice into something that is more logical than chance. It is a real tool for the counselor who wishes to have a most purposeful conversation both with the student and the parent.

This is a worthwhile and comprehensive computer-based career exploration and student planning program. It may have some limitations, but it reaches the goal of providing a counselor with a guidance component to enhance the program of career services. It is to be commended, and I believe *used*!

E-WOW

Publisher	CFKR Career Materials, Inc, P.O. Box 437, Meadow Vista, CA 95722
Author:	Arthur Cutler, et al.
Cost:	$89.95
Hardware:	Apple series only
Setting	Fourth to sixth graders and special education children
Reviewer:	Barbara Croft, Counselor, Bloom Carroll Local Schools, Carroll, OH 43085

E-WOW (Explore the World of Work) is an easy to use program designed to provide the user with an opportunity to assess interests and explore career clusters. This program would be applicable in the special education and rehabilitation counseling area. It is designed to be used with students with at least a fourth grade reading level although it can be used with any age level.

The objectives of this program are not stated, but as the user works through the program, they soon become apparent. The objectives include career assessment, and matching assessment to job titles and decision making concerning possible careers. The relationship between interests and career choices is not clearly presented to the student. The counselor may assist in showing the user how the objectives relate to the user's career expectations. The assignment sheet at the end of the program will assist the student in completing some of the objectives of the program by showing how to do more career exploration.

The program first asks the user to identify his/her interests by using a 1, 2, 3, ranking scale along with pictures and words to describe the interests. The answers to these questions are divided into different groups as they relate to career clusters. A bar graph is used to tally the answers showing the number of "like," "dislike," and "not sure" recorded answers. Although this bar graph does not relate the answers of each career cluster to one another, the user might look at one bar on the graph and think that he/she has more positive answers in that particular cluster than in another career cluster. In actuality, one cluster may have more questions than another cluster. The bar graph does not print out when the user prints results. When the user does not use the printing option of the program, he/she may use the "Area of " screen. If this screen is used and a mistake is made in the number selection, the entire system has to be rebooted and the user must begin the program again. No message is displayed to inform the user of his/her mistake in number selection.

The younger user may find **E-WOW** entertaining and easy to use. When the user makes an inappropriate response, the program signals this to the user. The program can be used in a limited time span, with little previous instruction.

When the client uses the print option of the program, the results of the interest inventory are printed for him/her. The results are easy to read and understand but are not in the bar graph form used in the program. When the client chooses a career cluster to investigate, he/she receives a group of career options that seem accurate for the career cluster. The client can choose any of the career clusters to investigate and any career may be printed.

E-WOW provides a program manual. This manual is easy to understand and it gives accurate information. It provides additional sources of career information, but many career counselors may already have this type of material available. The program is simple to use and operate. The printout provides the client with a worksheet to use when investigating the career(s) of his/her choice.

The main assessment tool in **E-WOW** is the interest inventory. The association of words with pictures as a vehicle for evaluating interests is a unique way to approach the problem of limited reading ability. No validity and reliability data on the use of this approach are included in the manual. For the older user of this program, the pictures may inhibit the use of the program. The actual cues and prompts in the program are helpful for the user.

E-WOW has a limited user population which includes mostly special education clients and elementary school children. In addition, I feel that the amount of interest information and career exploration made possible by this program does not warrant its purchase by a counselor with limited funds. I feel that this program falls short of helping the client with decision making skills in the career area. Only if there are numerous other career exploration materials available to the client and counselor can I recommend **E-WOW** for purchase.

EUREKA SKILLS INVENTORY

Publisher:	Eureka Corporation, 5625 Sutter Ave., Richmond, CA 94804
Author:	Marilyn Maze and Donald Mayall
Cost:	$490.00 ($650.00 for Micro Skills II)
Hardware:	Apple II+, IIe, IIc; IBM PC and compatibles
Setting:	High school, college, career planning and placement agencies, vocational rehabilitation programs, self-esteem counseling
Reviewer:	R. Edward Galloway, Professor of Psychology and Counseling, Pittsburg State University, Pittsburg, KS

Micro Skills I was evaluated on an IBM PC compatible Zenith ZW 151-52. The program was loaded onto 10MB hard disk and available for student use.

Eureka Skills Inventory, computerized as **Micro Skills I**, enables the client to survey his/her past work experience, identify the job-component skills they used in each job, and decide which skills they most enjoy using. The user is then able to compare his/her pattern of preferred skills to the skill patterns of 30 of the most closely matched occupations. The most compelling aspect of the **Micro Skills** package is that clients' characteristics are assessed by taking inventory of accomplished activities and, from personal experience, deciding what was enjoyable. This is in contrast to the traditional client assessment with aptitude, values, and interest test predicting what the client will probably be able to do and enjoy. I believe this makes **Micro Skills** especially attractive to those counselors working with clients who are repelled by tests and those suffering from low self-esteem. It would also be helpful with those individuals with a wealth of work experience.

Varied materials help the counselor adapt **Micro Skills** to various clientele. The Skills Inventory Worksheet can be completed individually or in a group as preparation for a session on the computer. For situations where computer access is quite limited, or client numbers are large, a Batch Processing Version of the expanded **Micro Skills II** is available. A client may print out their work part way through the program and consult with their counselor before proceeding.

In working with individual clients, the counselor will become aware of the need to recognize and compensate for the effects of generalization. Although this is true of any process that matches generalized worker traits with generalized occupational characteristics, it is more apparent in this program because the client's own experience on a specific job may not totally fit the pattern research says is characteristic of a specific occupation. In practice, this simply means the counselor will want to discuss with clients how individual experience varies.

I like the general format of **Micro Skills** because it is user friendly and concise. A 9th grade student with no computer skills will be able to run **Micro Skills** independently after 2-3 minutes of instruction. The programming is of high quality and provides an easy flow of user interaction. However, I would make three changes: (1) I would include a statement of how printouts are obtained in the introductory comments; (2) I would provide exits in the middle of each section; and (3) I would add occupational code numbers in addition to occupational titles on printouts for later reference.

I recommend **Micro Skills** for use with a broad spectrum of clients (ages 15-65). It can help individuals explore and choose occupations that "fit" them, help make them aware of their assets, and identify those areas in which their skills need strengthening . Particularly for the latter two, I believe **Micro Skills** is the program of choice.

EXPLORING CAREER OPTIONS — COMPUTER CAREERS

Publisher:	Queue, Inc., 562 Boston Avenue, Bridgeport, CT 06610
Author:	Unavailable
Cost:	$39.95 each or $435.00 for 16-program series
Hardware:	Apple II series, and Franklin with 64K
Setting:	Agency, community college, placement center
Reviewer:	Richard Dawley, Counselor, Milwaukee Public Schools, Milwaukee, WI

The reviewer tested this **Exploring Career Options—Computer Careers** on an Apple IIc and IIe, with 128K and 48K respectively. Three middle school students also tried it out and provided feedback. No printer is needed unless one orders a management system which was not included in the trial package.

I believe that the program's strength lies in the reading comprehension segment of the program. Career information is minimal, and the presentation lacks the student interaction. The reviewer tested 6th, 7th, and 8th graders and discovered that the reading level was a bit difficult.

Loading time between frames is lengthy. A review quiz with multiple choice questions is provided that asked questions in the negative rather than the positive, i.e., "which is not correct." The CAPS Lock needs to be depressed to assure proper running of the program. A summary of the number and percentage of questions answered correctly is shown at the end of each of the nine careers.

A total of nine careers are presented: The Operator I, II, and III; Technician I and II; Programmer I and II; and Analyst I and II. There is a review at the end of the program that covers the entire program. The 12 questions are short, and when finished, a summary is presented and the program reboots for the next user.

In my opinion, **Exploring Career Options —Computer Careers** would be best used in reading classes. Students should find this program rewarding if used to augment career awareness in high school settings.

THE GUIDANCE INFORMATION SYSTEM (GIS)

Publisher: Houghton Mifflin Company, Educational Software Division, Mount Support Road, CN 9000, Lebanon, NH 03755

Author: Corporate copyright

Cost: Universities and schools, $1,950 annual license fee; Career Decision Making System (on-line interest inventory), $399.00 additional

Hardware: IBM PC or compatible, minimum 10MB hard drive, 256K RAM, monochrome or color graphics capability, DOS 2.1 or higher, printer is recommended (GIS also available on a variety of other computers, including several mainframes and minicomputers)

Setting: College or adult counseling center/agency or career guidance center

Reviewer: Bill Allbritten, Director of Counseling and Testing Center and Learning Center, Murray State University, Murray, KY

The **Guidance Information System** (GIS) was tested on an IBM PC-XT using an IBM 20MB hard drive. The system was also equipped with an IBM CGA card and an IBM CGA monitor, as well as an IBM Proprinter X24. The system is shipped in either 5.25" or 3.5" floppy disk format. This reviewer received the 5.25" format on 16 floppy disks. The program is installed using the DOS RESTORE command. Installation required about 40 minutes.

The program is a comprehensive career information system. It may be purchased for use as a stand-alone information system or with an optional career decision-making aid (Career Decision Making-System-CDM).

Program Description. The GIS package consists of six major file systems. Very fast lookups are possible within each section. The file systems are:

1. Occupational Information File (contains information on approximately 1000 jobs/job areas).
2. Armed Services Occupational Information File (contains information on armed services occupations and related civilian job areas).
3. Two-Year College Information File (contains information on over 1,700 schools offering Associate degrees and certificate programs).
4. Four-Year College Information File (contains information on over 1,700 baccalaureate granting institutions).
5. Graduate and Professional School Information File (contains information on over 1500 graduate programs).
6. Financial Aid Information File (contains information on sources of student financial aid).

Information is organized within the major files in several ways to facilitate access. These files are updated by the publisher on a semi-annual basis.

The review package also contained the Career Decision Making System, a career choice aid for assessing preferences in interests, careers, school subjects, and educational plans as well as a self-assessment of abilities.

Two major routes are available for obtaining information. (1) The user may use the supplied support materials to look up information about known or previously chosen career areas, schools, or financial aid programs. Four supporting guides are provided for indexing occupations, financial aid opportunities, graduate and professional schools, four-year schools, and two-year schools. Short (profile) or long form (in-depth) reports may be generated. (2) The search method, allows the user and counselor to develop an index in the previously mentioned areas based on the user's personal preferences and choices. The profile and/or in-depth reports may then be generated for a customized list.

The program is self-instructional for the user via a built-in tutorial. A menu system guides the user through various levels of choices in the major file areas. Some customization is possible by including local occupational and career files. The user may also choose the career planning module (CDM interest inventory) if installed (an extra-cost option). Entry into the system may be made through any of the files or CDM categories. All data available in the system may be displayed or printed.

Program Setup. Setup requires installation of the program on the hard disk using the DOS RESTORE command. The manual provides explicit instructions on what to type at the DOS prompt to accomplish this. Each of the major subsets of the program must be individually installed (there are four or five, depending on options). Installation requires about 40 minutes. A batch file is installed during this process that allows the system to be invoked by issuing a GIS command at the DOS prompt. The program is copy protected using a key diskette method. Access to the key is requested at random intervals. The installed program may be backed up using the DOS backup command or a proprietary fast backup program (recommended). The key disk may not be backed up.

Ease of Use. The program is relatively easy to use if the counselor/user is familiar with the command structure. The CDM system is clear and is based on self-assessment of preferences. Printed materials are provided with the system to aid in interpretation. The program and its support guides cross reference selections to other commonly used encyclopedia resources.

Documentation. Documentation consists of 7 manuals and printed indices. It is uniformly professional in its presentation. One suggestion is to have the guides bound to allow them to lie flat. A quick reference card is provided to assist the user and counselor in navigating the system. Sample screens are provided in the counselor manuals to assist the new user in becoming familiar with the system. On-line help is available to the user. The rental price also includes on-site training by the vendor. The documentation includes suggestions for other career selection related activities.

Support. Support is provided by telephone as well as thorough on-site training. Telephone inquiries are handled quickly and expertly; no call backs are necessary. The on-site training is an excellent offering to purchasers.

Usage. The reviewer and other users found that the program meets its stated objectives. The base system is primarily an encyclopedic database; it does not provide options for self-exploration other than through choices based on job characteristics. An additional module can be purchased which provides the self-exploration function. Mailing labels with address information can be printed from the program to facilitate inquiries to schools. This is a handy feature.

Students using the system commented on the depth of information provided as well as the specificity with which job/career choices may be made. Reading level was appropriate for usage at the high school/post high school levels.

Impressions. The program functions smoothly within its design parameters. The command structure is lengthy, but is reasonably intuitive. However, the quick reference card should be kept at hand, as should the printed manuals. The availability of on-site training is an important feature and should be used as the command structure is lengthy. The program occupied about 5 megabytes when installed; other programs, such as word processors, could be installed on the same 10MB hard disk to add utility to the computer system hosting the GIS system. The program is a mature product and reflects this in its refinement.

The reviewer recommends this product to those users requiring the type of information available in its databases. Its primary use is as an information retrieval tool and its utility should be evaluated with this in mind.

THE HIGH SCHOOL CAREER COURSE PLANNER

Publisher: CFKR Career Materials, PO Box 437, Meadow Vista, CA 95722
Author: Unavailable
Cost: $79.95; Lab pack of 4 or more, 40% discount
Hardware: Apple II, IBM-PC, or TRS-80 with color monitor; optional printer
Setting: Eighth grade
Reviewer: Richard Dawley, Counselor, Milwaukee Public Schools, Milwaukee, WI

The **High School Career Course Planner** was reviewed using an IBM PC/AT using an Amdex 722 color monitor. A color monitor is essential but this fact does not appear in the documentation. This program claims to match student's interests with 199 jobs. The brief set of nine questions (e.g.,"do you like to work with people, data or things"), in eight minutes produces a list of 10 job titles that match. (This disk is a supplement to a printed version which asks the same nine questions). Users are then directed to match their interest profile with these ratings: "1-high interest," "2-some interest," and "3-low interest" to find a matrix that corresponds. The computer version produces results much faster than the 50 minutes suggested for the paper version.

The final task of both the computer and paper version is to plan a four-year high school program of courses. In the computer version, a listing of courses appropriate to the three highest rated jobs is presented on screen. The paper version simply lists a form to be filled out with "required" and "elective" courses.

A major benefit of the program in this reviewer's opinion is the speed of matching student's interests with possible jobs or careers. Total time to use the program was eight to 15 minutes. However, this negates a process of career exploration and may encourage hasty conclusions by users.

JOB APPLICATIONS AND FINDING & FOLLOWING-UP JOB OPPORTUNITIES

Publisher:	Education Associates, Inc., P.O Box 4, 8 Crab Orchard Rd., Frankfort, KY 40601
Author:	Shelley Mauer and Tom Braum
Cost:	$79.95 each
Hardware:	Apple II series, TRS-80, or IBM computer with 64K and one disk drive, and printer
Setting:	Junior high and high school, community colleges, placement center, private counseling practice
Reviewer:	W. Ridgely Haines, Jr., Director and Consultant, Center for Educational and Career Advancement, Clark's Summit, PA

Job Applications and Finding & Following-Up Job Opportunities were evaluated on an Apple IIc with 128K. These programs are part of the **Job World Series**. Thus, they will be reviewed together rather than separately.

These programs were designed to assist participants in acquiring the skills and knowledge needed in completing job applications and finding employment opportunities. They are designed to be used independently with minimal or no supervision and without prerequisite skills. This reviewer found that some assistance is required. **Job Applications** requires some typing skills.

According to the publishers, the Job **World Series** is appropriate for students in grades 9-12, college students, and adults through age 65. Most examples, though, are based on the experiences of high school students, and adults would not find the programs particularly relevant.

Each program is set up in a highly interactive question and answer format interspersed with graphics. **Job Applications** includes general guidelines for completing job applications as well as tips on responding to specific types of questions. Particularly useful are the suggestions for handling difficult circumstances with uncertain jobs or being fired from previous jobs. Specific recommendations on responses to personal questions such as marital status and age, are lacking. Definite strengths of this program are the inclusion of a practice application and review questions. **Finding & Following Up Job Opportunities** provides details on sources of job openings and how to follow-up on these "job leads." This program contains much useful information including often overlooked sources of job leads such as trade unions and professional associations. Especially valuable are cautions regarding want-ads and private employment agencies. Again, concepts are reinforced through a review "quiz."

Screens are clearly and consistently formatted, and the programs are logically organized. This allows users to quickly and easily move through the programs. Incorrect responses are dealt with constructively. A drawback is that clients cannot return to previous sections to correct responses or review missed information. Counselor support materials were unavailable, and suggestions for intervention strategies, follow-up activities, and integration into the curriculum are lacking. Each program takes about forty-five minutes to complete and will therefore fit into a 50-minute class period.

These two programs in the **Job World Series**, then, provide useful and comprehensive information on completing job applications and locating and following-up on job opportunities. As they are more relevant to the high school population, purchase is recommended only for this group.

JOB HUNTER'S SCAN IV

Publisher: National Education Software Services, 1879 Locust Drive, Verona, WI 53593
Author: Unavailable
Cost: $139.00
Hardware: Apple II+, IIe, IIc, IIGS or IBM and compatible
Setting: High school, community agencies, career centers
Reviewer: Colin W. Kahl, Counselor, Liverpool High School, Liverpool, NY

Job Hunter's Scan IV was evaluated on an Apple IIe with an Imagewriter II printer. The program contains unique recommendations for job hunting and for improving ones' employability skills. It contains a cross-referenced collection of occupational titles, industry designations, instructional program designations, and yellow page headings. It may be beneficial to a targeted group in the school setting. This program would certainly be valuable to many agencies concerned with job placement and development.

The job hunting and employability skills section of the program presents information on occupations and tasks performed by these occupations. This must be completed before the job search can begin. The program demonstrates how cross-referenced information may be used to locate job leads, and after a job offer has been made, what one should do. Much of what is presented here can easily be found in a variety of job hunting and employability skills printed materials. A positive feature, however, is the user's option to print out sample documents to illustrate the matter discussed. These include an abilities chart, resumes (both in chronological and functional form), a letter of application, lists of application form information, frequently asked interview questions, and questions to ask about a job offer. Users may find such printouts helpful in understanding and reviewing the concepts presented in the program.

The true value of **Job Hunter's Scan IV**, however, lies in the large and comprehensively cross-referenced listings of jobs, industries, training programs, and yellow page headings. Presented with a menu that graphically indicates the cross-reference connections among the four classifications, the user can select a path or "crosswalk" between any two of the classifications. The program will then search these two sections for related classifications.

For example, one could select a connection between occupations and industries. The program will then direct the user to specific page numbers in the User Manual where 732 occupations are listed with identifying code numbers according to the Standard Occupational Classification (SOC) of the U.S. Department of Commerce and Labor. As many as five codes can be entered. The program then scans the 369 Standard Industrial Classification listings approved by the U.S. Office of Management and Budget for related industrial settings. These are then presented on screen with a subsequent opportunity to send the findings to the printer.

From there, for example, the user can select a crosswalk between the industrial listings and the more than 2600 Yellow Page listings to search for local businesses and potential employers in those selected job areas. Similar searches can be done between any of these three as well as the 526 college and vocational training programs listed according to the classifications adopted by the National Center for Educational Statistics.

The User Manual wisely and realistically recommends that the counselor discuss with the student/client the purpose and use of the cross-referencing methodology. This recommendation cannot be emphasized strongly enough. As with many computer programs, the **Job Hunter's Scan IV** becomes a more valuable and functional tool as the student/client more fully comprehends the nature and scope of the program and is better able to draw information from the vast data base. The User Manual also suggests that most students/clients will be able to use the cross-reference program without direct assistance. However, the somewhat sophisticated and complex nature of the program suggests that the direct help of a counselor, or other professional who is thoroughly familiar with the program's use, will greatly enhance and expedite its effectiveness and value.

Job Hunter's Scan IV is for the most part a well-conceived, easy-to-use program. A few minor quibbles include the sometimes tedious wait as the program loads or scans and the occasional handling and swapping of disks at certain points in the program. Both situations occur because of the huge data base required for the files. These delays and swaps, however, are clearly acknowledged on screen and are only minor annoyances that do not detract from the overall quality of the program.

Career and job counselors, job developers, and in some instances, school counselors will find this unique program a valuable tool in helping students/clients initiate and follow through on a career or job search.

JOB-O

Publisher: CFKR Career Materials, Inc.P.O. Box 437, Meadow Vista, CA 95722

Author: Arthur Cutler, Francis Ferry, Robert Kauk, Robert Robinett

Cost: $89.00

Hardware: Apple family, IBM PC/compatibles, TRS-80, Commodore family

Setting: Agency/community, business/industry, community college, counselor education, four-year college/university, placement center, library, private counseling practice, elementary, middle and high schools

Reviewer: Lea Beth Dober, Regional Director, California Career Education System, Long Beach, CA

JOB-O was used with three para-professionals, a career counselor, and a high school student on Apple IIe computers. All of the individuals involved, with the exception of the reviewer, had used **JOB-O** in the pencil-paper format.

JOB-O asks the user a series of questions and provides a list of the top ten matching occupations from a possible 144. The user is asked to enter his or her name, the educational level which he/she wishes to have, and the field (choice of eight) in which he/she would like to work. The seven areas that are covered for "interest assessment" are interacting with others, persuading, helping others, physical stamina, working with hands, finding solutions, and being creative. No return key is necessary and the user can step quickly and easily through the questions. (By the same token, the user cannot "back up" to change a previously answered question). If the user is unsure of the question, a definition is available. Upon completion, the program can print out a list of the occupational matches.

Simplicity could be the strength of this program. Utilizing one floppy disk, it patiently and easily gives users a basic and practical amount of information about themselves and about a selected group of occupations. The program is, for the most part, easy to use, and utilizes simple and easy to read language. The information categories are very brief, e.g., "type of training: college," and many of the association names are abbreviated. The vendor notes that **JOB-O** is appropriate for Spanish speaking users.

The frustrating part of this program is the list of occupations that, when printed, have stars by a few of the top "matches." No explanation was given as to what the stars meant. Every reviewer commented on the slowness of the program: both to load, to print to the screen, and to output on the printer. It was very easy to have the program "bomb out," for the most part unintentionally, as in the case of not engaging the "caps lock" key or striking the return key.

Every reviewer took issue with the category of "related and unusual occupations," feeling that some of the titles were not at all unusual.

JOB-O is certainly reasonably priced, and for that reason it would be a great career exploration and beginning computer experience at the middle school or entering high school level. It was my feeling that the program was too simple for the older, more sophisticated student who would appreciate learning a bit more than was offered.

JOBS IN TODAYS WORLD

Publisher:	MCE, Inc., 157 South Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007
Author:	Connie C. Ouding
Cost:	$69.95
Hardware:	IBM PC, PC XT, AT or compatible, 256K memory and 2.1 or higher PC DOS or MS DOS; requires CGA or Hercules graphics card with appropriate color or monochrome monitor; Apple II series
Setting:	Secondary school or agency which works with youths or adults who are exploring career directions which do not require college education
Reviewer:	Joseph M. Volker, Assistant Professor, University of North Dakota, Grand Forks, ND

This program was evaluated on the EPSON Equity II, and is IBM compatible.

Jobs in Today's World is an inexpensive, easy to use, career development program for both youths and adults. It should be particularly appealing to clients who are seeking information and guidance on careers that do not require a college education. Most other career development software is of limited use to the non-college-bound student. This program is specifically designed for this type of a client.

Jobs in Today's World presents the client with a set of nineteen multiple-choice questions that assess career interests, school subject matter interests, work environment preferences, and job related skills. The program compares client responses to the specific requirements of nearly 100 non-college occupations. The program identifies the three occupations that most closely match the client's responses. The resulting occupations appear either onscreen or can be printed out. The program then refers the user to the Career Guide booklet accompanying the program. In the Career Guide students discover a variety of information about their three "best fit" occupations. This information includes job description, job qualifications, salary, outlook for the future, related occupations, and resources for further information. The format of the Career Guide is very similar to the *Occupational Outlook Handbook*.

The principle advantage of this program is its speed. Clients can respond quickly to the nineteen questions and identify their three "best fit" occupations within 10-15 minutes. Thus the client can flip through the program several times to observe how their results are affected by answering the inventory questions differently. The reading level of the inventory is appropriate. The program instructions are simple. Minimal preparation of computer skills are required to use the program effectively.

Although the brevity of the inventory will make impatient clients happy, it presents a concern for counselors. The program asks too few questions (19) to obtain valid interest assessment. No rationale is given in the program documentation for the type and relative few number of questions. Also, the manual does not go into details on how a match between the clients' responses, the interest inventory questions and the 100 occupations is obtained. This reviewer would have appreciated seeing the scoring rules for making this match included in the user documentation.

The number of occupations surveyed by this program also presents a concern. While **Jobs in Today's World** does include a wide variety of occupations (i.e., administrative support, agriculture, art, entertainment and construction to name a few), one hundred occupations are much too insufficient a number to consider this program to be comprehensive. **Jobs in Today's World** could be improved by increasing the number of occupations included in the database.

These shortcomings are offset by the program's inexpensive price ($69.95), its speed, ease of use, and its target client population. The problems can be overcome by effective client follow-up to insure that clients interpret their results appropriately and by the inclusion of supplemental occupational information on a larger number of career opportunities. I recommend **Jobs in Today's World** for use with non-college-bound youth and

LeisurePREF

Publisher: Constructive Leisure, 511 N. LaCienega Blvd., Los Angeles, CA 90048

Author: Patsy B. Edwards

Cost: $45.00

Hardware: Formats for DEC, IBM, TRS, Osborne, Kaypro, Apple, Macintosh and other computers; requires 64K and one 5 1/4" floppy disk drive; a printer with a parallel interface is also required

Setting: Agency/community counseling, business/industry employee-personnel dept., community college, counselor education, placement center, private counseling practice, high school, recreation centers, career and life planning centers

Reviewer: Mark A. Winton, Therapist, Orlando Regional Medical Center, Orlando, FL

LeisurePREF was evaluated on an Epson Equity I (IBM compatible) computer. The counseling objectives of **LeisurePREF** are to assess client activity in work and/or leisure and to assist in planning a balanced work/leisure life. Using a scale of 0 to 5, the user rates his or her interest on a number of leisure activities. The computer summarizes the scores into four categories: manual/ physical, cerebral, creative and social. A printout is provided that lists the scores of each activity, a few example activities from each category, and the summary scores.

LeisurePREF can be completed in about 15 minutes. The Users Guide explains the process of getting the program started. Minor modifications were necessary for me to run the program on an Epson Equity I.

Once the program is booted into the computer, directions to use the program appear on the monitor and are easy to follow and read. The brief directions do not explain that: (1) mistakenly hitting some keys may erase some letters of the questions, (2) incorrect responses are ignored, and (3) mistakes may be corrected by using the backspace key. Therefore, to avoid confusion, brief instructions by the counselor should supplement on-screen user directions.

The program runs in a quick and systematic manner with the results clearly summarized. **LeisurePREF** is adaptable to a variety of counseling situations and is appropriate for diverse populations. The results may be utilized for focusing on areas to pursue in future counseling sessions, developing a plan to explore and participate in appropriate, client-selected leisure activities.

I found **LeisurePREF** to be a useful tool in helping clients explore leisure interests. **LeisurePREF** is the beginning of the process of exploring leisure interests and may be used for a variety of situations and populations.

LIVING WITH YOUR PAYCHECK

Publisher:	Education Associates, Inc., 8 Crab Orchard Rd., Frankfort, KY 40601
Author:	Ted R. Morford, Craig E. Gardone, and John M. Fields
Cost:	$79.95
Hardware:	IBM PC or compatible; Apple II series
Setting:	School (8th grade reading level) and clinics
Reviewer:	Scott T. Meier, Assistant Professor, SUNY, Buffalo, NY

Living with Your Paycheck is a computer-assisted instructional (CAI) program designed to teach basic concepts about personal finances. The program consists of seven teaching modules which describe how to figure take-home pay, develop a budget, open a checking account, apply for a loan, borrow money, use credit cards wisely, and save for emergencies. The program was designed for persons with an eighth grade reading level.

After a brief introduction and entry of the user's name, the program provides an option to proceed sequentially through the lessons or select among them. Once into a lesson, the program efficiently paces the user through the learning material. For example, the first lesson describes how to figure take-home pay. Important terms are introduced and explained (e.g., gross pay, deductions, and net pay), and then the program presents several multiple choice questions to test comprehension. Here is a typical question: "Jim is paid every two weeks. He works 35 hours per week and is paid $7 per hour...What is Jim's gross pay?" If the answer is correct, the program provides a reinforcing response ("Clever aren't you, Scott") and then elaborates on and repeats the educational content. If the choice is incorrect, the program asks the user to try again. After a second incorrect response, the program provides the correct answer and subsequent feedback.

The program has other helpful touches. For example, previous lessons are often incorporated into other modules (e.g., take-home pay is considered when teaching about developing a budget). A 20-item true-false test is available at the conclusion of the program to review what the user learned. Little bits of financial wisdom are sprinkled throughout the lessons (e.g., for emergencies, try to have six months pay in savings or save five to eight percent of each paycheck).

The program has an option to turn sound on or off, increasing its usefulness in classrooms and clinics. Graphics are used throughout the program, but a fair amount of reading of text is still required, suggesting that users should be motivated to do the work at one sitting or be able to complete lessons over several sessions. Each section is likely to take 5-15 minutes to complete and is written at an eighth grade level.

Some minor technical and educational problems remain. Much of the text (even on the 80-column IBM version) is upper case and may be difficult for some to read. The IBM version seemed to give the user less control than the Apple version when scrolling through the material. While using the Apple version, messages would occasionally display without any explanation, e.g., a comma was accidentally inputted in the Apple version and the message "extra ignored" was displayed without explanation.

The program introduces a character called WILLIT the paycheck, but then doesn't do much with WILLIT in the seven lessons. No printout of educational content or test items is available. No manual was supplied with the review copy of the software, but two copies of a booklet entitled "Using Your Paycheck Wisely" are included as supplementary material. Because the program's language assumes prior knowledge of technical terms (e.g., when it mentions a bank's trust department to handle trust funds or estates), users may find it helpful to have someone nearby to answer questions. Also, a calculator may be a useful aide for some lessons, unless basic math is intended as part of the instruction.

These difficulties aside, **Living With Your Paycheck** appears to be an useful adjunct to teaching students about the basics of personal finance. This CAI approach makes good use of the computer's ability to present material, test for comprehension, reinforce correct responses, and provide useful feedback. The material is clearly explained, and the program is relatively easy to use and understand. With competent supervision nearby, students and clients are likely to benefit from **Living With Your Paycheck.**

OCCUPATIONAL OUTLOOK HANDBOOK ON COMPUTER

Publisher:	CFKR Career Materials, Inc., P.O. Box 437, Meadow Vista, CA 95722
Author:	Arthur Cutler, Francis Ferry, Robert Kauk, and Robert Rabin
Cost:	$89.95
Hardware:	IBM PC and compatibles, Apple II series, 64K
Setting:	All settings, 7th grade and up
Reviewer:	Mark Pope, Editor, Consulting Psychologists Press, San Francisco, CA

The **Occupational Outlook Handbook on Computer (OOOC)** was evaluated on an IBM PC/AT with a 40MB hard disk. The **OOOC** program was designed to present the latest *Occupational Outlook Handbook (OOH)* information via a microcomputer, to serve as a computerized research tool to retrieve information on those jobs listed in the *OOH*, and to present that information in a brief and concise format. The software package contains a career information system that can be readily used to access current information on over 200 careers listed in the *OOH*. The program incorporates information from five other sources: *Dictionary of Occupational Titles*, *Guide for Occupational Exploration*, *Dictionary of Holland Occupational Codes*, *Classification of Jobs*, and *Occupational Outlook Quarterlies*.

The OOOC program does not require special assistance. It can be used in a group setting or individually and is recommended for ages 12 and older. A user's manual is included.

The OOOC program begins with the user selecting a searching strategy: (1) by occupational group (for example, "Managerial Occupations"); (2) by program-assigned number for a specific career (for example, "37. Psychologist"); or (3) by selected job requirements (for example, "Helping/Instructing Others").

For the first search strategy, the user is instructed to select one of the 19 displayed occupational areas. A list of careers that fall into the specified occupational area is displayed and the user is instructed to choose one. The program provides information on the chosen area.

The second search strategy allows the client to access a specific career by entering a job number. This job number is not associated with the DOT or any other established classification system.

The third strategy allows the user to search by job characteristic. He/she can choose a maximum of three job characteristics out of the available 18. At the end of the search, the user is provided with a list of careers corresponding with the specified job characterics.

This program was very easy to use and basic *OOH* information is easily accessed. The manual provides some instructions on what to do with the resulting *OOH* information, but more information is needed.

The program has been designed to run using only a little of the memory (64K). In the version that was reviewed for the IBM PC, almost every monitor screen which was displayed included formatting problems. It was almost as if the program had been formatted for a 40 column terminal instead of an 80 column terminal. Many of the screens that should have been centered for 80 columns, were setup for 40 columns.

The response format is inconsistent. Initially, the user is required to enter a carriage return after selecting an option. Then without any warning, the user is required to enter one letter or number without a carriage return. More continuity is needed with regards to the program functions.

There is no help or online assistance This reviewer experienced problems with the error message overwriting one of the menu selection prompts. After this occurred, the program did not redisplay the correct prompt.

The version that was reviewed had a major bug. When the option to select a specific career by job number is chosen, after the user has selected the "printer" option, the user can not go back and select the "screen" for display of the information.

Overall, the program is useful. It provides a service to individuals seeking career information. There are technical difficulties with the software design including at least one "bug." It is an inexpensive way to get the *OOH* information online.

THE PERFECT RESUME

Publisher:	Permax Systems, Inc., 1010 Sherman Ave., P.O. Box 1229, Madison, WI 53701
Author:	Tom Jackson and Bill Bachingham
Cost:	$259.00
Hardware:	Apple II with 64K; IBM PC with 128K
Setting:	Agency/community counseling, business/industry employee-personnel department, community college, counselor education, four-year college/university, graduate school, placement center, library, high school, private counseling practice
Reviewer:	Carole T. Beer, Instructor, Rutgers University, New Brunswick, NJ

The Perfect Resume was evaluated on an Apple IIc with two floppy disk drives using a letter-quality printer. This is a resume preparation program to be used in career and vocational planning. The program may be appropriately used with a diverse client/student population ranging from eleventh graders through older adults.

The software assists clients in preparing professional, state-of-the-art resumes. **The Perfect Resume** is divided into two parts: The Resume Consultant and The Resume Builder. The first part offers help in clarifying career directions, selecting an appropiate resume format, and using suitable resume language. The second part focuses on the process of creating and developing resume language.

The program's objectives are easily understood and are meaningful to users. The well-organized and systematic approach motivates clients to complete the program. The user will have no difficulty in going through the program.

The program incorporates the capability of the computer as a data base, word processor, and print shop. The computer is used, to instruct and guide users at their own pace. Clients can progress as rapidly as they are able to respond to the questions. The user controls the pace of the program and can change activities or skip a part of the program to meet his/her needs.

The program is self-guiding. Users enter their personal information into the computer. Assistance is available to provide tips and to advise at any step in the process. Clients with limited exposure to computers should be able to follow the prompts with little difficulty. The response format and instructions are clearly stated and easy to follow. Information entered by the user can be saved on his/her own data disk. This provides convenient stopping points which promote flexibility of use.

Feedback, in the form of a summary of personal data, is immediately available to the client. These summaries, known as data building blocks, may be viewed or printed. Printouts are easy to understand.

The support materials available for use with the program are accurate and easy to understand. The User's Guide lists the available word processing features and allows the client to work his/her way through the program. A sample resume and tutorial acquaint the user with the program. Master copies of the User's Guide are included to allow the printing of multiple copies when the program is to be used with small groups

A Counselor's Manual is not available but the Manager's Guide and User's Guide as well as the accompanying resume preparation book offer ample information for user and counselor alike. A brief but accurate explanation of the theoretical concepts and additional (or follow-up) activities are contained in the accompanying handbook.

The Perfect Resume software motivates students to learn job-seeking skills by carefully explaining the concepts and theory of career and resume development. The content is both accurate and well organized. It is relevant to the clients' needs and immediately applicable to their lives. The importance of a professional resume to a successful job search is emphasized throughout the program.

Completed resumes can be stored on the user's personal data disk for future use. Users select the resume layout that best presents their information and meets their individual needs. Information can easily be arranged or rearranged as needs change.

PLANNING GUIDE FOR JOB SEEKERS

Publisher: Wintergreen Software, 1010 Sherman Ave., P.O. Box 1229, Madison, WI 53701-1229

Author: Bill Buckingham

Cost: Unavailable

Hardware: IBM PC, 1 or 2 double sided drives, 128K memory, Apple IIe or IIc, 64K memory, 80-column text card printer (optional)

Setting: Personal use, high school, college, job placement agency

Reviewer: Bill Albritten, Director, Counseling and Testing Center and Learning Center, Murray State University, Murray, KY

Planning Guide for Job Seekers was evaluated on an IBM PC XT with one 360K floppy drive and a 20MB hard disk (not required by program). The program is a job strategies planning and evaluation tool that allows the user to establish and evaluate daily and weekly job search strategies. User data can be saved and recalled.

The main module of the system allows users to plan job searches through the following avenues:

1. Find Job Leads or Information about Employers
2. Develop or Review Your Employer Contact, Network, or Resource Lists
3. Work on Application Forms, Letters, or Resume
4. Prepare for an Interview or an Employment Exam
5. Telephone Employers, Personal Contacts, or Other Resources
6. Meet with Employers, Personal Contacts, or Other Resources
7. Reserve Time to Plan or Review Your Job Search Strategy
8. Schedule Other Activities or Breaks

The module allows users to plan a job search schedule by completing two functions with each of the above avenues. First, the user is asked to identify the contact or behavior to be performed. Second, the user is asked to identify a time to perform the behavior. The times may be selected from menus of one hour blocks for morning, afternoon, and evening periods. This is completed for as many of the activities in the above list that the user wishes to implement. A full week's schedule can be set up at one sitting. The user can then modify, view on the CRT, or print the schedule.

Other functions allow the user to evaluate the schedule in terms of numbers and types of contacts, whether networking was used, and whether key types of contacts are omitted. Finally, the user can save the schedule to disk for later review or recall for modification. Password protection is used to secure the individual data files. More than one data file can be saved on a disk.

Movement through this module is fast and simple. Menus are provided to assist the user. Additional help can be summoned. The help is general in nature and not context specific. The user does not need support materials at hand to use the program.

A "Tips" disk is also provided. Helpful information is provided for each of the activities covered in the main module.

The manual is brief but adequately covers the organization of the program. Each activity is covered with complete menu content being provided for reference. Hints are provided for managing a job search. Scheduling forms are also provided, presumably for use when a printer is not available. A checklist allows the user to evaluate various job search activities in terms of the need for assistance in accomplishing the activity. Finally, time management suggestions are provided for efficient implementation of the schedule.

Movement through the program is rapid, requiring as little as 15 minutes to complete. Time for completion is dependent upon the number of activities the user wishes to schedule. The user should complete the checklist in the manual and secure outside help in areas where it is necessary before developing a schedule. Screens are well formatted and easily read. Information content is general in nature and should be applicable over an extended period of time. No update policy is discussed in the manual. The program appears free of technical problems. Exiting the Tips Disk did require a cold start. The Ctrl-Alt-Del sequence apparently is disabled by the program.

Program setup is easiest if a dual-floppy system is available. This consists of transfer of system files and command from the user's registered copy of DOS. The program would not run from the hard disk as attempts were made to access Drive A. However, the author makes no claim of hard disk compatibility.

Publisher support could not be evaluated. No phone number was provided in the manual nor did directory information have a listing.

The program as described and implemented is limited to the planning of job search activities and their scheduling. To this end, the program functions well. Useful information is provided in a well-structured format. Clients who used the package described it as a useful alternative to assembling data through a manual process. The program is of use to individuals who require or are most comfortable with directed scheduling of their job search activities.

SIGI PLUS

Publisher: Educational Testing Service, Rosedale Road, Princeton, NJ 08541

Author: Unavailable

Cost: License annual fee—$1,075 - $1,375

Hardware: IBM PC XT and compatibles, also new IBM PC system II (requires 128K of memory)

Setting: Agency/community counseling, business/industry employee personnel department, community college, counselor education, four year college/university, placement center, library, private counseling practice

Reviewer: Ana W. Gonzalez, Occupational and Career Information Coordinator, Occupational Information Coordinating Committee, San Juan, PR

SIGI Plus was evaluated on an IBM PC AT with a 30MB hard disk. This program covers all the principle aspects of career decision making and planning. The program is divided into nine separate but interrelated sections. Each core section relates to a stage of the career decision making process.

1. Introduction—Presents an overview of **SIGI Plus** and recommends a path through the system.
2. Self-Assessment—The client considers his/her values, interests and skills and decides which are most important.
3. Search—The client chooses desirable and undesirable work characteristics.
4. Information—Provides specific occupational information in terms of skills, possibilities for advancement, potential income, etc.
5. Skills—Presents specific skills required for any occupation in **SIGI Plus**, including managerial skills, and allows clients to rate themselves on these skills.
6. Preparing—In this section clients can see typical job preparation paths and estimate their likelihood of completing the preparation.
7. Coping—Gives specific suggestions on dealing career preparation (e.g., finding time and money, arranging care for others, etc.).
8. Deciding—Provides a decision-making strategy and a summary.
9. Next Steps—Provides specific suggestions on how clients can decide what they should do to move toward their career goals.

SIGI Plus is highly interactive and user friendly. Also it adapts to the specific needs of the different persons. Users can advance through the entire program or go to specific sections that contain the information for which they are looking.

The program has been written in simple English facilitating its use by persons of different ages and abilities. The instructions are very clear and easy to follow. It has been estimated that users need less than five minutes to learn to use the program. It takes approximately three hours to go through the entire program. A user may stop at any time and continue at a later date.

The materials that accompany the software are very easy to use. The User's Guide explains the meaning of SIGI and how it is used. Included is a Guide to Further Resources that helps clients find additional information. The program is updated yearly and can easily be customized by the counselor or staff to add information that reflects local employment conditions Also, bulletin board information can be added.

In summary, **SIGI Plus** is a very complete career decision making and planning software. It is tailored to the individual needs of clients. It provides valuable information that is accurate and updated annually. **SIGI Plus** helps clients acquire decision making skills and focus on career planning.

THE RESUME

Publisher:	Education Associates, Inc., 33 Fountain Place., P.O. Box Y, Frankfort, KY 40602
Author:	Unavailable
Cost:	$79.95
Hardware:	Apple, IBM PC, TRS-80
Setting:	High school, college, adult
Reviewer:	Richard Dawley, Counselor, Milwaukee Public Schools, Milwaukee, WI

The Resume was evaluated on an Apple IIc with a monochrome monitor.

This handy mind-jogger is organized into three topic areas: (1) focuses on how to prepare for writing a resume, (2) assists the individual with writing a resume, and (3) summarizes the program with a short review quiz.

Except for the first few screens, this program was devoid of any graphics. The printed format part of the question/answer section is little more than a text quiz. Minimal instruction is included, which convinces me it is more a memory jogger and or reminder than it is an instructional teaching device.

Following the 21-item quiz is a personal resume construction section. This section covers major topics such as standard resume format areas. **The Resume** indicates the sort of information looked for in a personal resume, for example, personal information; education and training; high school, college and vocational; work history; references; civic/community activities and awards; and hobbies.

The Resume is easy to use, can be completed in a one hour session, and provides a basic starting point for young adults.

TIPS

Publisher:	Center for Career Development, Florida Dept. of Education, CSG Careerware, 810 Proctor Ave., Industrial Park, Building #3, Ogdensburg, NY 13669
Author:	Marsha Turner
Cost:	$750.00 (one-time payment - perpetual license)
Hardware:	IBM PC or PC XT, with 256K of memory, 5 1/4" disk drive; Apple II+ or IIe, 48K of memory, 5 1/4" disk drive
Setting:	High school, community counseling agency, business center, library, private counseling practice, research
Reviewer:	Jane Arnold Spanel, Career Counselor, University of North Carolina, Chapel Hill, NC

TIPS was evaluated on an IBM PC XT. It was designed to be a complete instructional system for teaching job search, employability, and life skills.

TIPS is comprised of 4 components: The first component, Orientation and Pathfinders, gives detailed instructions on using the system and presents the three major content categories. The second component, Job Search Skills, consists of ten disk modules all dealing with different aspects of finding a job. They begin with helping the user prepare for the job search and culminate with providing points to ponder when deliberating over a job offer. The third component, Employability Skills, consists of five disk modules each focusing on different aspects of good work habits and coping with job changes. The fourth, and final module, Life Skills, is comprised of six disk modules addressing such topics as money management, human interaction, and effectiveness on the job.

The first module in this 23 module system, Orientation and Pathfinders, introduces the beginner both to microcomputers and the entire program. It takes about thirty minutes to complete but this is time well spent. Upon completion the user will have a clear picture of the structure and content of the three categories—JOB SEARCH, EMPLOYABILITY SKILLS, and LIFE SKILLS.

All of the modules present the information in a thorough and organized manner. Each module is of a stand-alone variety. The user can begin at any point, although completion of each category is encouraged in order to gain the full benefit of the program. The modules range in completion time from 15 to 45 minutes and the manual's suggestion of allowing a one-hour class period per module seems appropriate. When an incorrect response is given, the user is gently chided and is shown the error as well as the correct answer. Primarily, true-false and multiple-choice questions are used. From time-to-time, a game format is also utilized. The screens are carefully formatted and clear directions accompany each screen.

Prior to striking the ENTER key, the user is able to change his/her responses. However, after the ENTER key has been pushed, the user is unable to return to an earlier frame and make corrections. Should it be necessary to exit a module before completion, the user simply exits. After finishing a module it is necessary to do a "warm boot" to re-start the next module. This is annoying and time consuming for clients who may work on several modules during a session. Installation on a fixed disk computer would be an advantage for a system having nearly two dozen floppies. Due to its length and content, this program requires good reading skills.

The program automatically prints numerous screens throughout the three categories. At the end of each module a bibliography of related readings is printed for the user. A printout of the client's responses is also printed at this time. There is space provided for follow-up notes and comments. The Counselor's Record also provides information on the number of modules completed and can be useful in reviewing information with clients. The record provides documentation on the number of clients using the system and indicates those categories receiving the greatest and least use.

The manual is useful for the amount of detail offered but is confusing to the first time reader. The sections in the TIPS Manual entitled, "Instructional Modules" and "Competencies for the Instructional Modules," are redundant.

The Self Check Answer Key provides answers to the questions asked of the client throughout the 21 modules and is complete and useful as is the bibliography of readings and resources.

The **TIPS** software is a user friendly, interactive program that covers a myriad of data pertaining to the job search, employment and self-management skills. The ease of this extensive data program is indicative of the highly sophisticated programming that has gone into its development. The easy-to-use format and "drill and repeat" sections may not appeal to university students, although this would depend on their level of need and sophistication. Adequate budgeting for computer paper should be included in the forecasted cost as the printouts generated throughout the 21 modules are considerable. In summary, any organization desiring a computerized instructional system that teaches skills relating to job seeking, employment, and life skills planning would do well to give serious consideration to the TIPS software.

VALUE SEARCH

Publisher: The Guidance Shoppe, 2909 Brandemere Dr., Tallahassee, FL 32312
Author: Unavailable
Cost: $95.00
Hardware: Apple II with 48K and one disk drive, or TRS-80 model III/IV with 48K (backup disks are $15.00)
Setting: Grades 7-12, college or adult (18-65 yrs.)
Reviewer: Dick Roberts, Counselor and Instructor, North Orange County Community College District, Yorba Linda, CA

Value Search was evaluated on an Apple IIe with 64K and 2 disk drives. This computer program was developed to assist clients in values clarification. It does not require any prior microcomputer experience. It is appropriate for students grades 7-12, as well as college students and adults. Most all clients assessed, with one or two exceptions, used this program independent of any assistance other than in turning on the computer. Estimated time of use of the full program per student is about 40 minutes, including all three sections. In our experience, we found this to be true.

The program begins with a brief explanation of values and their importance in occupational choice and satisfaction. The client is then given a menu, consisting of the three exercises and a values summarization (to be used after the exercises are completed). The client can choose one, two, or all three exercises. Clients found the exercises to be interesting, but most found "The Trip" and "Ideal Job" to be most appealing and accurate. In "The Trip," clients have to barter their least important values to get something they need for a trip. In "Work Satisfactions," clients rate a series of statements on a scale from one to five depending on how true they feel it is for them. In the "Ideal Job," clients have to choose between three job options, based on a value. Each job is compared with each other one until all values are prioritized. At the end of each exercise, clients get a summary of their values in order of priority and can get a printout if desired. The fourth section, the values comparison, shows the results of all three exercises, comparing the values discovered in each.

Value Search can also be used with larger numbers of clients by making slave diskettes from the master disk for each computer in the classroom. This option could possibly be helpful for groups, classroom activities, and discussions. It is a good starting place in a career planning and exploration course for any grade level or age.

The program is quite simple and easy to understand and use. A few technical problems and inconveniences were encountered, however. First, if a client makes a mistake in response to an item, he/she can not back up, but must start over, including booting up the disk again. Second, clients can't stop in the middle of the program and start where they left off on another day. Third, the client's name is not printed on the printout which might cause some problems if processing a number of clients one after another. The cartoons aren't really necessary during the "Trip" section and just add to the time it takes to complete the program. One other difficulty with this program, at least on the Apple IIe, which we used, was that it was quite slow between responses and when printing out.

There is no mention of the particular research behind the development of this instrument, other than it was administered to "several thousand adults over several years." I would like to see more specific information in order to build a greater sense of confidence in the validity and reliability of these particular exercises. Also, there is very little explanation of why three exercises were chosen and how to determine which one is most accurate. Though they are compared at the end of the program, no final prioritization of values is done. All our clients who used the Program were left with some questions.

This program does seem to provide help in a very important dimension of career guidance. It is efficient, simple, cost-effective, and can be used in a short amount of time to assist clients in identifying that which satisfies and motivates them. It also saves counselor time, thus enabling counselors to see a larger number of clients. There are few inexpensive software programs available in the area of values clarification and this is one that can be very useful in quickly assessing client values.

Overall, this program is recommended for the appropriate target population. It does do the job it was designed for: to quickly assist students in clarifying their work-related values in an enjoyable and non-threatening format.

VOCATIONAL IMPLICATIONS OF PERSONALITY (VIP)

Publisher: Talent Assessment, Inc., P.O. Box 5087, Jacksonville, FL 32247-5087

Author: Linda Roebuck and Jill Gann

Cost: $795.00

Hardware: Apple II or IBM PC

Setting: Schools and adult programs, including those serving economically disadvantaged or those who have disabilities

Reviewer: Norman Berven, Professor, University of Wisconsin, Madison, WI

The Vocational Implications of Personality (VIP) was evaluated on an Apple IIe computer with a single disk drive, monochrome monitor, and dot matrix printer. The **VIP** is a computer-based personality assessment program designed to provide "personal insight" to the user regarding "working style preferences" and to relate those preferences to career options.

The **VIP** Test diskette is used in the administration of the **VIP**. Basic biographical information is first requested from the user, followed by a self-report inventory of 85 multiple-choice questions, each with three response choices. One question is presented on each screen. Areas covered include typical behaviors in various situations, preferences, perceptions of the user by others, and qualities admired in others. For each question the user enters the letter of the desired response and is asked to confirm the choice; however, no provisions are available to change responses after moving on to the next question. About 20 minutes is required to complete the entire assessment.

User responses are saved on the **VIP** Test diskette after every block of ten questions, allowing users to discontinue testing and resume at a later time. This can be helpful in the case of interruptions or fatigue. Also, an audio tape presenting questions is provided to facilitate administration to users with visual impairments or limited reading skills. The **VIP** assessment is described in the manual as fast, simple to use, and providing for immediate feedback, and these descriptions seem accurate. Although individuals totally unfamiliar with the use of computers might require limited assistance initially, many potential users would be able to complete the assessment independently, with little or no assistance from staff.

The **VIP** Management diskette is used to produce reports and perform other management functions. It provides options to produce headings on all reports; to list or delete user records on the **VIP** Test diskette; to change names or biographical information on the Test diskette; and to produce assessment reports. The **VIP** Management diskette is well designed and easy to use.

A unique feature of the **VIP** assessment is the provision of recommended classroom and guidance activities, together with corresponding support materials, including notes for classroom presentations, transparencies, and audio tapes on each of the eight personality types. The manual emphasizes the important role of service providers in interpreting scores and providing information; the activities and support materials would appear helpful in fulfilling this role.

A major limitation of the **VIP** assessment is the lack of any theoretical or conceptual rationale described in the manual for the personality types defined, the questions included in the assessment, and the occupations listed as consistent with each personality type. Also, except for the listing of other characteristics reflected in user responses, users are merely classified according to one personality type, with no indication of how closely their responses correspond to that type and no profile of scores indicating degree of correspondence with other types. Even more significant is the complete lack of any reliability or validity information in the **VIP** manual; thus, no information is provided regarding the stability of results or any assurance that performance has any meaning whatsoever in relation to working style preferences and career decision making.

It is unfortunate that a paper-and-pencil version is not available, as the computer-based version would seem to have only limited advantages in terms of user motivation and ease of scoring and report preparation.

In summary, the **VIP** assessment is fast, simple, and easy to use, and is accompanied by helpful classroom and guidance activities and supporting materials. Given the language used and some of the situations posed in assessment questions, the **VIP** assessment might be most appropriately used with adults who have good language skills, some prior work experience, and an orientation toward higher level occupations. An important consideration in the use of the system is the lack of information regarding reliability and validity and the underlying theoretical and conceptual rationale. Considering these limitations, the emphasis given in the manual to the role of service providers in interpreting assessment information would seem particularly important. In fact, rather than viewing the **VIP** as an assessment device, it may be better viewed as a tool to stimulate thought in facilitating career education and guidance activities.

VOCATIONAL IMPLICATIONS OF PERSONALITY, JR. (VIP, JR.)

Publisher:	Talent Assessment Inc., P.O. Box 5087, Jacksonville, FL 32247-5087
Author:	Jill P. Gann and Linda Roebuck
Cost:	$595.00
Hardware:	Apple II (128K) or IBM XT, or compatible
Setting:	Upper elementary, middle, or junior high school
Reviewer:	Mark E. Young, Coordinator, Graduate Program in Counseling, Stetson University, Deland, FL

VIP, Jr. was examined on the Apple IIe with one disk drive. It is a career planning package that is based on the premise that knowledge of one's personality is important in terms of choosing a career and also in job performance and satisfaction. It is intended for students beginning a career search. The program has three basic phases: (1) test administration, scoring and interpretation; (2) associated guidance activities; and (3) exploration of occupations.

In Phase One the student completes a 65-question personality assessment test which takes about twenty minutes. The personality types which result are based on Jungian theory. In this respect, the test is similar to the Myers-Briggs Type Indicator which is an adult personality test. The number of types for the VIP, Jr. has been reduced from 16 to 8 and they have been given new names such as "Purist," "Forecaster," and "Socializer," instead of the more technical terminology of the Myers-Briggs. Each question on the test has three possible answers. An audiotape version of the test is included in the accompanying materials for visually-impaired individuals. A student may change the answer to the last question asked and can stop the test and finish it later. The user must bring the disk to the counselor for scoring the test and printing the report. There are no graphics associated with the test, a feature which might make the 65-question process more enjoyable for an elementary school student.

All students receive one of eight possible computer-generated reports based on their personality types. Students with the same personality type receive the identical report. The report describes the student's decision-making style, method of processing information, and outlines some personality characteristics that might influence behavior in school. In addition, the test identifies "kindred" and "opposite" types from the individual. Presumably, these are individuals who the student would find compatible and incompatible. Finally, a list of careers to explore is printed at the end of the report which is based on a match between careers and personality type.

Phase Two of the program consists of guidance activities for the classroom. It is possible for students to bring their computer-generated reports to a group setting and gain a better understanding of the results. In fact, the manual indicates that the computer assessment was not designed to be used alone. There are overhead transparencies provided along with an accompanying text and several associated classroom exercises to reinforce the materials on the computer printout.

In Phase Three, students examine the computer-generated list of career categories based on the twelve interest areas of the *Guide for Occupational Exploration* from the Department of Labor. These career areas are broad and are not designed to help an individual narrow down a career, but rather to explore possibilities. Typically, the list involves as many as sixty possible careers. Individuals who want to learn more about a career can complete career exploration activities using library resources such as the *Dictionary of Occupational Titles* and the program manual which describes the occupations in terms of physical demands, environmental conditions, math, language, and special vocational preparation. This information might be more usable if included on the printout.

Overall, VIP Jr. could be described as a personality test with associated career planning materials. While the theoretical base for the test may be sound, no information is given as to the reliability or validity of the test. However, the manual does indicate that the package was field-tested for over five years. Theoretically, the test makes sense and features well-written materials that school counselors will like because they are adapted to classroom guidance activities. One criticism of the accompanying materials is that they are stark black and white. The paucity of color and lack of graphics seem to be important missing ingredients to make this package attractive for the intended age group. The manual of more than 100 pages, program, and backup disks, audiotapes and overheads come in an attractive vinyl carrying case which helps to organize the package.

The major drawback of VIP, Jr. is that it generates only eight possible outputs and does not individualize. In addition, no information about careers is given on the printout, except a name and a number. On the positive side, this kind of activity makes sense for a younger student who should be exploring, rather than narrowing down his/her search to one or two occupations. It is the kind of package that should involve the counselor with the student as contrasted with those which are designed to provide specific information to the student working alone.

WOMEN OF INFLUENCE

Publisher: Wintergreen Software, 1010 Sherman Ave., P.O. Box 1229, Madison, WI 53701-1229
Author: Bruce Roscove
Cost: $69.00
Hardware: Apple II with 48K or IBM with 128K
Setting: Middle school, high school, community college, agency/community counseling, library
Reviewer: Larry O. Ascher, Counselor, McNair Middle School, Cocoa, FL

Women of Influence was evaluated primarily on an Apple IIe with 128K, 80 column card, monochrome monitor and Imagewriter printer. The viewers ranged from middle school students to adults. The IBM version was used briefly on a Panasonic 286 with a color graphics card, running MS-DOS and a dot matrix printer.

The objective of **Women of Influence** is to raise an individual's awareness regarding the contributions of twenty American women of the late nineteenth and early twentieth centuries. The significance of their contributions is often neglected in a traditional history course. The intent is that an increased awareness will be useful to the individual in making personal career decisions.

Women of Influence first gives the user a menu of seven options: Instructions, Background Information, Start the Quiz, To See the Women's Stories, Student Feedback, Continue Quiz, and End. The foundation of the program is the Quiz. The reader is given a brief description of one of the women's contributions and asked to select the correct name from four choices taken from the twenty women covered in the program. If the user responds correctly, the correct answer is noted and the user is given the option of reading that individual's story or proceeding to the next question. If an incorrect answer is given, a brief statement giving some information about the woman chosen is presented. The information is linked to the question asked making wrong answers a learning situation. The user then has the option of reading the story of the chosen individual, of seeing the name of the correct choice or of selecting again. The questions are randomized each time the game is restarted, so that different students will not get the same quiz.

The linking of information to questions and answers in **Women of Influence** seems to keep user's interest and motivation. **Women of Influence** is recommended for use with middle school age through adult. Even though much textual material is presented on screen, average middle school students were able to use the program with little or no assistance. Students with lower reading skills may need some support to comprehend the text. The stories of the twenty women are written in a clear and interesting manner. Some punctuation errors exist in the text, but they did not seem to adversely affect the reader's comprehension.

After reading a story on the screen, the student is given the option of printing the story. The formatting of the printout is the weakest feature of the program. The stories are presented on the screen in less than forty characters across; this is appropriate for screen presentation as it increases the readability. However, the printout is in the same forty character format. The students did not seem to mind although it does waste paper.

The user has the ability to quit the program only from the menu and can only return to the menu at specific points in the progress of the program.

The time requirements for students to use **Women of Influence** varies although the publisher suggests fifteen to thirty minutes for each use. This seemed to be consistent with the time students spent with it. However, students who were passing by seemed to enjoy using it for just a brief period of time and would gain even from a limited exposure.

In the Background Information phase of **Women of Influence**, the screens are cluttered with the text. The screens on the Apple version would on occasion show random cursor movement and characters. The IBM version did not seem to have this problem. In spite of these technical problems, students needed little or no encouragement to proceed. The use of a constant format allowed students to become comfortable quickly. **Women of Influence** ran well both on the Apple IIe and the Panasonic. The program handles incorrect keying well and cannot be crashed without resetting the computer.

The manual that comes with the program is brief (thirty-one pages) and well organized with some useful suggestions and references for a teacher who might wish to use **Women of Influence**.

Women of Influence is a good tool to use in a very specific area. Students enjoyed using it and gained specific information. It is not clear whether this new knowledge will indeed generalize in such a way that it will help with career decisions. However, the information contained is quite valuable in itself and very appropriate for the intended population. **Women of Influence** could be used successfully in a library for general information or learning center in a classroom as a vital addition to a nonsexist history curriculum.

WORKING: TODAY AND TOMORROW

Publisher: EMC Publishing, Changing Times Education Service, 300 York Ave., St. Paul, MN 55101
Author: Kathryn Terwilliger
Cost: Unavailable
Hardware: Apple II series or IBM PC with 48K
Setting: High school counseling department
Reviewer: Richard Dawley, Counselor, Milwaukee Public Schools, Milwaukee, WI

Working: Today and Tomorrow is a unique and useful computer-assisted counseling tool to supplement classroom discussions. It was tested on Apple IIe and IIc computers using 6th and 7th graders. The factors include:

1. User friendly with common computer keying and commands
2. Very interactive and responsive
3. Builds positive responses to student's answers and decisions to the point of being therapeutic
4. Personalized by printing user's name throughout
5. Encourages self-esteem through its positive support
6. Emphasizes a "winning" thinking style
7. Reinforces education as the ingredient for job and career success.
8. Is "gamey" or strategy oriented and fun
9. Carries a thread of one's "style" or personality as it relates to career decisions and job hunting
10. Provides real-life decision making situations and simulations
11. Offers help options, tutoring, review, and backup commands
12. Is appealing and has excellent graphics, layout, and variety
13. Gives personalized general predictions of client's style and career or job success
14. Orientation to computer spreadsheet application in budget making
15. Prints a resume from personal data input
16. Is supplemental to a textbook for class use

The only fault found by the reviewer was some difficulty in making corrections on the resume preparation activity; it prints with the mistakes.

Disk #1 is "Exploring Job Options," and includes two activities: (1) a self-assessment of one's "style" or personality in four categories; a) friendly, (b) logical, (c) dominant and (d) creative as well as combinations of these and (2) "Follow the Trail Blazers" which simulates jobs as (a) teacher, (b) computer programmer, (c) salesman and (d) chef. The interaction of one's "style" and behavior in these careers is emphasized, and predictions are made and printouts available to record job preferences that parallel one's "style."

Disk #2 is "The Job Hunt." It includes steps in applying for a job application, resumes, cover letters, dress and grooming. Analyzing a company's "style" carries over from Disk #1. Interviewing simulations with situations in real-life interviews challenges the user's decision making skills. Extensive samples are on side two.

Disk #3, "On The Job," presents simulations in conflict resolution and employs a role-playing approach. Four careers are used; legal assistant, accountant, management trainee and retail salesperson.

Disk #4, "On Your Own Money," simulates financial planning and the impact of one's lifestyle on it. One exercise is with limitless money and one with more realistic limited money. It is "gamey," challenging and fun, but reinforces the responsible planning, buying, resource use and decision making required to live within one's means.

Disk #5, "Personal Money Manager," simulates budget management/making and provides a computer spreadsheet experience. A printout provides the results and can be saved to disk for later revisions.

Although this excellent program was designed as a teacher's supplement to a textbook, **Working: Today and Tomorrow**, I see it also as a computer-assisted counseling tool. As I sat beside counselees using the program, I found them interacting freely with both the computer and counselor. They would have interacted very differently in a face-to-face interview. Student decision making was clearly evident, values exposed and priorities exhibited in an unfolding autobiographical style. Such real-life simulation observations may become an innovative test substitute for assessing untestable strengths in our clients.

Software for Academic Advising

BUILDING MEMORY SKILLS

Publisher: Microcomputer Educational Programs, 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007
Author: Pamela J. Froom
Cost: $69.95
Setting: Apple series and IBM computer
Reviewer: Barbara A. Croft, Counselor, Bloom Carroll Local Schools, Carroll, OH

Building Memory Skills is a computer program designed to introduce the user to short term memorization skills using a 4-step process: (1) Attention, (2) Interest, (3) Organization, and (4) Practice. The program is designed to be used by persons with at least a sixth-grade reading level. The graphics are age appropriate for junior high and high school students. Program goals, as stated in the manual for **Building Memory Skills**, are to introduce students to the principles of memorization, to provide practice in using memory methods, and to improve the student's ability to remember materials. These goals are obtained through a 3-part program which includes a pre-test and post-test.

The user may begin with the Introduction if he/she is unfamiliar with the program. In this Introduction, the acronym, *AIOP* (Attention, Interest, Organization, Practice), is introduced as a tool for memorization. There are five sections that deal directly with increasing memory capacity called: "Work Keys," "Quests," "Images," "Sense Flights," and "Mind Maps." "Keys" shows the user how to highlight key words in a sentence so that the entire sentence is remembered. "Quest" encourages the user to find something of interest in the selected memory material and use that interest as the key to memory development. A more complete explanation of how to do this is necessary for the younger users if they are unable to find their interest. "Images" uses visual imagery as a means of association of material needed to be memorized. "Sense Flights" uses the body senses as a means of creating association for memory development. "Mind Maps" asks the user to develop a map using the main idea with various subtopics as the sections of the map.

The user is encouraged to take a pre-test before beginning. At the end of the program, the user completes a post-test and is supposed to compare the results of these two tests. However, the program provides no way for the user to print the results of both tests so it is assumed that the user remembers how he/she did on the pre-test to compare results. This system does not seem to be a particularly effective way of evaluating the use of the program if the user has short term memory problems.

Each section of **Building Memory Skills** uses a variety of ways to respond to different questions, including sentences, a word, or a letter. The user is given no instructions as to what type of response is required. In addition, if an incorrect response is given, no audio signal is heard by the user. Also, when the response to a question requires a sentence, the user can even enter a complete nonsense sentence and the program will advance to the next frame. For younger users this would be a definite disadvantage, since they would have more difficulty using the program as a self-teaching method.

The graphics in each section are vital to the movement of the program from frame to frame. For the younger user the time span to complete the graphic for the frame is of such a length that the user could lose interest in the material written within the frame. Also, one particular frame in "Work Keys" uses a visual that may be viewed as offensive to some women.

The accompanying program manual contains the goals and objectives of the program with a brief description of the sections and teaching strategies to accompany the program. No explanation is given as to why these particular methods are chosen as the best methods for memory development. No data are given as to the effectiveness of the methods used in the program to enhance memorization skills. This lack of data and the lack of sufficient practice on the skills during program use decreases the desirability of **Building Memory Skills**. If sufficient data had been included in the manual, the program could be viewed as an introductory unit to memory skills. Without this type of data, the program is unable to stand alone as a memory enhancer. In addition, the teaching strategies are so simplistic that it does not seem necessary to include them in the manual.

Building Memory Skills might be of some use to educators as an introductory tool for a memory unit for a small classroom. **Building Memory Skills** is a good teaching tool that can be strengthened significantly with development of the weaker areas addressed in this review. If enhanced in future revisions, it would become a valuable educational tool.

COLLEGE EXPLORER

Publisher: The College Board, 45 Columbus Ave., New York, NY 10023
Cost: $49.95
Hardware: IBM PC, XT, AT, and 100% compatibles; Apple IIe with extended 80-column card, IIc, IIGS
Setting: High school, community college, private counseling practice
Reviewer: Judith Knudson, Educational Consultant, Gordon/Knudson Associates, Williamsburg, VA

College Explorer was evaluated on a Panasonic Senior Partner portable computer, an IBM compatible, with two floppy disk drives. A letter-quality printer is attached to the computer. Three high school students were asked to use the program, and their reactions as well as those of the reviewer, are part of this evaluation.

College Explorer is a double disk, self-instructional program which allows its user to proceed at his/her own pace. It is a college search program designed to help counselors and students produce a preliminary listing of colleges for discussion and further exploration. This program also enables the user to check on an individual college regardless if it has been selected by the computer.

Using **College Explorer**, students can build a profile from specific college features such as majors and locations, then have the computer produce and print the profile and the listings of colleges. The program directs the individual to the *College Handbook* (which is included with the software) where additional information is available. The program includes a tutorial (on disk) that explains how to use the program. This tutorial may be printed for easy access.

The search program begins by explaining the operation of **College Explorer**. The student is able to move through this at his/her own pace. The student has the option of examining colleges that offer either associate or bachelor degrees. The program then asks the student's preferences in major, locale, college setting, whether or not they want a publicly-or privately-funded institution, religious affiliation, enrollment size, co-ed or single sex enrollment, admission requirements, housing facilities, academic programs and services, remedial programs, services for the handicapped, athletics (both intercollegiate and intramural) and student activities. There is a help screen that defines each of these categories. At this point, the student can review the profile and make any desired preference changes.

The next step is the actual college search. The student can watch as the computer eliminates schools according to his/her individual profile. After searching the desired country, the computer indicates the number of colleges found. The optimum number is between 10 and 30. If there are more or less than this number the computer screen suggests that the student revise the profile.

This listing of colleges can then be read on the screen, or printed (if a printer is hooked up). A worksheet is included in the manual for those who do not have access to a printer. The profile can be copied on one side and the list of colleges on the other.

The student is then able to examine the brief descriptions of the selected colleges on-line. The descriptions provide information on the the size, cost, available financial aid, admissions requirements, and the types of degrees offered. This brief description may be printed. The program also allows a more in-depth version to be printed. This version is very similar to that description found in *The College Handbook* . The longer description may not be practical for some counseling centers because it uses at least two 8 1/2 x 11 sheets of paper. The shorter version uses about 1/2 of a single sheet of paper and directs the user to the appropriate page of *The College Handbook* for additional information.

The program also allows the user to obtain information on specific colleges. Each college has its own code number. By using this number the computer is able to retrieve either a long or short version of the college descriptive summary.

This third version of **College Explorer** is more advanced than the two previous. It is faster, and has a better set of majors from which to choose. However, the limited number of options available to describe the degree of competition for admission could be considered a weakness. The counselor and student will need to decide whether or not these categories are sufficient for their needs.

The students who used **College Explorer** seemed to have some problems with the terminology. They found it easier to ask the counselors for help than to consult the help menu. But the existence of the help menu made it possible for questions to be answered if no counselor was available.

On the whole, **College Explorer** is a satisfactory program for both student and counselor. It provides them with a list of colleges which might be appropriate for a particular student based on his or her needs. It provides basic information on the colleges and is a good reference point from which to start the college search.

COLLEGE FINDER

Publisher:	CIASA/Wintergreen Software, Inc., PO Box 1229, Madison, WI 53701
Author:	Marilyn Maze and Patricia Waldren
Cost:	$229.00 for either Apple or IBM PC; backup disks for $15.00 at the time of purchase; lab packs are available at $950.00 for a 5 pack and $1,645 for a 10 pack; update policy is 50% of retail price
Hardware:	Apple IIe with 64K, one or two disk drives, upper/lower case, or an Apple IIc, or an Apple IIGS, DOS 3.3; IBM PC or compatible with 256K, double-sided disk drive, one or two disk drives, DOS 2.0 or higher; printer highly recommended
Setting:	High school
Reviewer:	Donald Hays, Ph.D., Yorba Linda, CA

College Finder was evaluated on a Leading Edge, Model "D," using a Mitsuba monochrome monitor and an Epson LQ 800 printer. The program is a self-instructional, easy-to-use college search program of 1821 colleges, designed for students with a ninth-grade reading level. Clearly, it is aimed at college-bound students. The authors state that "no special instructions are needed for anyone having used a microcomputer before." Counselors need to read the sections in the Counselor's Manual "on interpreting **College Finder** before interpreting client results."

Primarily, the goals of the **College Finder** are to quickly give students specific information about colleges, to identify student preferences and needs, and to understand the implications of various characteristics about a college. The process is straightforward and simple. In the first of four sections, the student is asked to identify those of the 15 topics that are important. The student, if uncertain what a topic means, can use the D key to find definitions of each topic.

Once the student has identified the topic (question) of interest to him/her, the student selects specific answers for each question. Each of the 15 topics has answers that the student can select and he/she may choose one or more answers for each topic. The student who comes to **College Finder** with a fairly clear idea of what he/she is seeking in a college, will have better success in identifying those colleges that seem to best meet his/her needs.

Following the Question section of the program, the student is asked to respond to the next section: Importance. The screen provides the answers selected to the questions chosen. The student must decide how important each item is on a scale of 3 to 0 points (high, medium, low, skip). The student has the option of changing his/her mind and/or backing up to the question section and making adjustments to the questions asked and the answers selected.

The third section of this program asks the student to select one or more of the five regions of the country. The student is shown a list of all of the states within that region. Again the student has control over what region(s) and/or state(s) he/she wants to consider in selecting a college that best matches the criteria chosen. Following the scoring of each region, the highest scoring colleges are listed on the screen and the student has the option of getting a printout of the list.

In the fourth section of the program, the answers selected by the student are compared with a specific college in the region. The student's choices are shown on the left side of the screen and what the college offers is shown on the right. Both the missing and matching features of the school are shown. The student can decide if the features the school offers are suitable. The mailing address and exact tuition for each school is shown.

There are some master copies of the support materials that can be used by students in preparing them for the **College Finder** experience. These include: Map of Regions; College Listings by Region; Questionnaire; and Answer Sheet.

The **College Finder** is a good first step for students beginning a college search. They will be led through a process that requires them to think seriously about various characteristics of a college and to establish a weighting system of importance. The only weakness is the degree of accuracy of the data about the colleges included in this program. No indication is given regarding annual updating, although a reference is made to an update policy in the Vendor's section of the review process. While most of the information will remain the same or may undergo minor changes over a period of time, it is important for the student to have access to the most accurate information available in order to make an informed decision about which college he/she wishes to attend. This can be a useful tool as long as the student recognizes that this process is the first step in a college search. The authors have indicated to the reviewer that there is a 1988-1989 version on the market with several new features: color on the IBM version; faster scoring; scoring all regions together and listing the top 20 colleges from combined regions; more "highly rated" categories; and more accurate data. This is a good program to use with students beginning the college search process but it should not be considered the final word.

COLLEGE SCAN IV

Publisher:	National Educational Software Services, 1879 Locust Drive, Verona, WI 53593
Author:	Unavailable
Cost:	$195.00
Hardware:	IBM PC or compatible; TRS/80, Model III or IV; Apple II series and Apple compatibles
Setting:	Middle high school, community college, private counseling practice, agency/community counseling, business/industry employee-personnel department, four-year college/university, placement center, library
Reviewer:	Judith Knudson, Educational Consultant, Gordon/Knudson Associates, Williamsburg, VA

College Scan IV was evaluated on a Panasonic Senior Partner portable computer and an IBM compatible, with two floppy disk drives. The reactions of two high school students as well as those of the reviewer are part of this evaluation.

College Scan IV is a double disk, self-instructional program that allows one to proceed at his/her own pace. There are three basic purposes: "1) To help users find a college that offers conditions likely to meet their interests, values, and aspirations; 2) To obtain pertinent information on interesting colleges; and 3) To motivate users to seek additional information from inexpensive, easily obtained sources."

There is no tutorial but there are help screens. This reviewer found it profitable to print copies of these screens for easy reference.

The student begins building a college profile by indicating academic and athletic program preferences. This information is then entered onto the program using one of two methods. The first method is for users who want to discover ways in which colleges differ (especially good for first-time users of **College Scan IV**). The second method is used for quick entry into **College Scan IV** for those individuals who already know the attributes of an "ideal" college and/or for prior users of **College Scan IV**.

After entering the preferences, the user has the option of reviewing and changing answers. At this point, the user must choose the five attributes he/she considers to be the most important. The user is also able to choose areas of the country in which he/she is interested. After these choices are made the college search can begin.

At the end of the search, if either too few or too many schools result, the student has the option of changing his/her profile. This reviewer experienced some awkwardness during this part of the program due to the lack of flexibility in changing the profile. The user is only allowed to either keep or eliminate a particular answer in an attribute category. In order to do more than this, the individual would have to start over.

The student has the option of looking at profiles of the colleges found by the search. The computer asks what type of information the student would like to see, for example academic programs, college attributes, intercollegiate sports, or tuition/admission information.

College Scan IV lets students compare the college descriptions of all schools entered in the database not only those found during the search. The screen asks for a code number for a college (found in the manual) and then finds the description for that college. The last screen of the program suggests gathering additional information on the college(s) of choice through reading various handbooks, visiting the campus, and by discussing college plans with "someone familiar with colleges."

As was mentioned earlier, this reviewer found **College Scan IV** to be somewhat slow and awkward to use. One must begin the program again when an error has been made as opposed to simply correcting the error. Also, the program double-checks almost all answers and this process becomes tedious after awhile.

College Scan IV does provide students and counselors with a list of colleges that might be appropriate for a particular student based on that student's perceptions of himself/herself. It gives some basic information about those colleges and provides a good starting point for the college search.

COLLEGE SEARCH

Publisher:	American College Testing Program, 230 Schilling Circle, Schilling Plaza South, Hunt Valley, MD 21031
Author:	Jo Ann Bowlsbey
Cost:	$200.00
Hardware:	IBM compatible
Setting:	High school, community college
Reviewer:	Barry Karow, Director of Counseling, Elgin Community College, Elgin, IL

ACT College Search was evaluated on an IBM compatible machine using one disk drive (the program boots and operates from a single disk). A dot matrix printer was attached and used to produce "hard copies" of the information needed for further use.

ACT College Search contains information on 1,400 two-year and 1,700 four-year colleges. The program identifies selection criteria used by colleges. Users select and prioritize relevant criteria allowing the software to generate a compatible list of college options from its database. The regular updates provided by the vendors keep the database current. A user's guide and straightforward support materials are provided with **ACT College Search**. The support material discusses the two major components in the search process. The user's guide correctly states that the students use the program with a minimum of assistance and provides a series of appendices on the colleges. The software does not provide specific information about colleges (address, phone number, admission criteria, etc.). Specific college information will have to be found through other sources.

The user is led by easily followed on-screen directions. Choices are easily changed by following simple directions (simple letter keypads or "+'" or "-"). The sequence of item selection establishes the prioritization of the selection criteria. If option letters "A", "B," and "C" are chosen, the program identifies item "A" as most important, followed by "B" and "C." It is possible to return to the main menu, retrieve the selection criteria, and by-pass previously selected criteria to circumvent prioritization. However, the resulting college list could prove to be very confusing, inaccurate, or in conflict with other listings. For the best results, the user should follow the instructions.

The student must be able to make choices regarding his/her college career. If the student is uncertain as to which college to attend, or is unable to prioritize the criteria, the student and counselor should work together on improving the decision-making skills needed for this program. **ACT College Search** can augment and assist in the decision-making process, but it cannot overcome a student's uncertainty. The program helps students find answers to questions about college (questions that need to be answered before a decision can be made). The researching capability can save the counselor and student many hours of manual research.

Once ready to make choices, the undecided students should complete **ACT College Search**. After the search is completed the students can begin comparing and contrasting the colleges. The **ACT College Search** only identifies colleges by user-selected criteria and does not provide any additional on-screen information or hard copies.

ACT College Search is appreciated as a quick means of generating a college listing to facilitate the **ACT College Search** process. This software package is a good tool to use in a career or learning resources center that has limited staffing. The program loops back to the beginning once a search has been completed and is promptly ready for another user. It is user friendly and very easy for students to use.

FINANCIAL AID SCAN IV

Publisher: National Educational Software Services, 1879 Locust Drive, Verona, WI 53593

Author: National Educational Software Services

Cost: $89.00

Hardware: IBM PC or compatible, of Apple II Series

Setting: Agency/community counseling, business/industry employee-personnel department, junior high, high school, community college, counselor education, four-year college/university, placement center, library, private counseling practice.

Reviewer: Judith Knudson, Educational Consultant, Gordon/Knudson Associates, Williamsburg, VA

Financial Aid Scan IV was evaluated on a Panasonic Senior Partner portable computer (an IBM compatible).

Financial Aid Scan IV is a single disk, self-instructional program which allows the user to proceed at his/her own pace. The program has two goals. One is to educate the user about financial aid and the other is to estimate the amount of money a student and family might be expected to contribute toward college expenses. This section also checks the student's eligibility for a Pell Grant and estimates the amount.

The program uses a series of screens which are:

1. A Primer, Pell Grants
2. The Financial Aid Package
3. Applying for Financial Aid
4. Special Circumstances
5. Estimating Your Aid Package
6. Hints and Other Information

Numbers 1-4 and 6 are the education sections. Number 5 is an inter-active section which allows the student to estimate expected family contribution and Pell Grant eligibility.

The program is not designed to allow the student to save the information in the education sections. Obviously, this could be printed directly from the screen if a printer was available, but there are numerous books available with this information.

Section 5 does require a printer since the program has no storage capabilities for clients. This has both positive and negative aspects. Personal financial information is necessary for the program to calculate the user's financial aid eligibility. Clients can be assured that such personal data is not retained by the program in any form. All data entered is erased when the user exits the program. The manual assures the counselor, "Data entered by the user is not written to disk in any form."

However, the drawback is that if the client wants to complete his/her work in one session, he/her must be sure that all of the necessary information is available at that time. A client cannot return to the program and pick up in the middle, having saved previously entered data. The program does not take long to run, so this is probably not much of a problem, provided that the client is aware that he/she will need documents such as his/her income tax return before he/she sits down to use the program.

The use of Section 5 of the program does generate a form that can be printed and then filled out by a client at another time. The second time around, the client could skip that section and immediately begin entering the data. It might have been useful if such a form had been provided in the manual to avoid the necessity of going into the program twice—although the counselor could certainly print or duplicate a number of these forms ahead of time and use the program in that fashion. And, in fact, the manual states "Many people will use the program in two sittings. However, if you have already received a printed copy of the questions you will need to answer to enter your financial data and have answered them, you will only need to use it once."

The drawback to this sort of program is that the financial aid field is in a constant state of flux. Pell Grant and Guaranteed Student Loan parameters change continually and the program would need to be updated at least once a year. The publisher is aware of this and does offer a 50% discount of updates.

Overall, **Financial Aid Scan IV** does what it purports to do. It explains how financial aid programs are administered, lists types of financial information that must be assembled to apply for aid, describes the general contents of financial aid packages that colleges provide students, and estimates Pell Grant eligibility and the "family contribution" towards college costs. Most of the "educational" portion of this program is available in books and that might be a more useful form, since it can be referred to repeatedly without going through the screens of the computer. Section 5, which does the estimation, could also be done with the forms available in various books, but it is nice to have the computer do the computations involved. One only needs to remain aware of the transitory nature of financial aid numbers.

THE MAJOR-MINOR FINDER

Publisher:	CFKR Career Materials, Inc., P.O. Box 437, Meadow Vista, CA 95722
Author:	Unavailable
Cost:	$89.00, updates biennially at 40% discount
Hardware:	Apple, IBM PC, TRS-80, Commodore
Setting:	High school sophomore through adult
Reviewer:	Joann Powell, Counselor, Harper College, Palatine, IL

The Major-Minor Finder was evaluated on an IBM PC. An Apple version was received but was not tested.

The purpose of **Major-Minor Finder** is to help students choose a college major. It incorporates an assessment program and a college major survey. Students respond to twenty-five variables that assess college major interests. The responses to the survey variables provide a quick summary of student interests that significantly affect college major choices.

The student assessment variables measured by **Major-Minor Finder** are: (1) the type of education (community college, four or more years of college, or undecided), (2) general area of study (engineering, business, computer and physical sciences, social sciences and public affairs, agriculture and natural resources, biological sciences, communications and the arts, education, and health professions), (3) level of desired complexity when mathematics, verbal reasoning, and spatial perception are involved in the the major, (4) level of desired complexity when data, people, and things are involved, 5) desired post-college work environment.

The **Major-Minor Finder** can be used with college-bound high school students, college students, and adults. It has sufficient sophistication for any level of use. Language use seems to be appropriate for the various groups, but the reading level might be too high for some students. Also, some spelling errors were noted in the program.

Major-Minor Finder can be completed in a fairly brief period of time, survey choices are clearly stated, and the directions are easy to follow. Throughout the program there are opportunities for a student to ask for a broader definition if the short description is unclear. Students who choose the 2-year college option in the program as the preferred level of education must be informed that they might find major choices limited, because majors requiring four years would be excluded.

There is no correction or change option available to users. However, the program is brief enough that a student can quickly repeat the program and change responses where appropriate. Another program limitation is its inability to boot up independently. Users must carefully follow manual or counselor instructions to begin the program.

The computer version of **Major-Minor Finder** is replicated from a pencil and paper, hard-copy version. The paper version has been field tested with representative groups. The field testing indicates that the assessment has sufficient face validity and content validity to obtain valid scores. More specific research data is contained in the **Major-Minor Finder** Professional Manual developed for the administration of the printed version. This Manual was not reviewed, but may be a very informative supplement for counselors using this software.

Career information data generally coincides with the biennial printing of the information in the *Occupational Outlook Handbook* and other Bureau of Labor Statistics reports. College major information is up-dated from annual College Entrance Examination Board reports and U.S. Office of Education surveys.

The data-people-things and reasoning assessment variables were developed and codified from classification systems used in the *Dictionary of Occupational Titles* (DOT) and the *Guide for Occupational Exploration* (GOE). The six "work environment" assessment variables were adapted from GOE interest areas and Dr. John Holland's six vocational types.

The computer version of **Major-Minor Finder** would be a good tool to use with students choosing a college major. It facilitates the combining of the complex variables that make up the core of a major. The publisher also has available the *College Major Handbook* ($4.00) which includes a definition of each major along with supplementary data about the major, required courses and aptitudes, employment opportunities, related careers, and an address to contact for more information.

STUDY SKILLS

Publisher:	Microcomputer Educational Programs, 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007
Author:	Unavailable
Cost:	Unavailable
Hardware:	Apple II+ (48K minimum), Apple IIe, IIc, or IIGS; IBM PC, XT or AT computer (or compatible) with 256K minimum; CGA or Hercules graphics card with appropriate monitor
Setting:	Elementary, middle or high school
Reviewer:	Mark L. Smith, Counselor, Blue Springs, MO

Study Skills was evaluated on a Generic 286 PC with an IBM color monitor, one floppy drive and a dot-matrix printer.

Study Skills is a short program designed to "help students with a low-reading or performance level make better use of their study time..." Students improve study skills through self-assessment, practice activities, and positive encouragement. The main menu of **Study Skills** gives the user the following choices: (A) Pretest, (B) Get Set!, (C) I Learn Best, (D) Active Ears, (E) Smart Notes, (F) Reading Racer, (G) Math Memos, (H) Posttest, and (I) Quit for now. The users select the study area in which they want to work and they progress at their own pace.

The program is easy to use and requires little additional instruction after the initial start-up. Overall, it held the attention of the users and most of the students worked on it as long as time permitted. The screens are well formatted and easy to read. Good use of color graphics makes **Study Skills** entertaining.

The program does not keep track of user responses after the session. However, there are certain places in the program where the student can print out the results of his/her answers. (The print option must be designated by the instructor on a special screen). The user should print his/her results for future reference. It would be helpful if there were a "bookmark" option available to remind the user of items already completed if they need to quit the program and return at a later date. Also, there should be a summary print-out of the main points and a list of suggestions the student should remember.

The manual is brief and to the point, but it does provide all the information needed to run the program. It would be helpful if the manual contained some handouts or worksheets for follow-up work with the students.

Overall, **Study Skills** is well suited for use by students who have poor study habits. It is easy to use and keeps the attention of students who are often easily distracted. I would recommend the program for use in any setting serving upper elementary and older students with poor study skills.

Software for Testing

ABILITY-ACHIEVEMENT DISCREPANCY

Publisher:	Southern Micro Systems, P.O. Box 2097, Burlington, NC 27216-2097
Author:	Michael J. Furlong and Davis C. Hayden
Cost:	$149.00
Hardware:	IBM PC and compatibles, and Apple II
Setting:	Schools, K-12
Reviewer:	Michael E. Illovsky, Counselor, Western Illinois University, Macomb, IL

The **Ability-Achievement Discrepancy** software was evaluated on an IBM PC.

This program is designed to assess the discrepancy between ability and achievement test scores. Results can aid a specialist in determining whether or not a child is educationally handicapped (e.g., has learning disabilities) or in need of special education services. The authors warn that the decisions and diagnosis should not be based solely on the results of this program.

The user (teacher or school psychologist) contributes ability and achievement test scores into the program. These input values are converted to standard scores by the program. Results, based on test correlations, are reported in Discrepancy scores (between the ability and achievement scores and subsections), lower bounds (lower limit of the confidence interval for the Discrepancy score), and Correlation (between the tests). The user can select from the tests indicated in the program, or input other tests. The program can handle test results from the following ability tests: WISC-R, Stanford-Binet, KABC and W-J. It will recognize the test results from the following achievement tests: W-J, PIAT, WRAT and KABC. One can also run test results from other tests. However, when running the results of other tests, one should have the reliability coefficients of each test and the correlation coefficient between the tests in order to make the most valid comparisons.

Users should be thoroughly familiar with the manual before using test results to make judgments. The manual offers valuable, succinct information on the logic used in the approaches to this program. The strong and weak points of these approaches are discussed, and very important caveats are offered.

Evaluators who use the results to make judgments should have some knowledge of statistics and learning disabilities. The program is certainly not fancy but it does the job. I recommend this program for those interested in obtaining a simple to use but effective program.

ADULT PERSONALITY INVENTORY (TEST PLUS)

Publisher:	MetriTech, Inc., 111 N. Market Street, Champaign, IL 61820
Author:	Samuel E. Krug
Cost:	$479.00
Hardware:	IBM PC (DOS, Version 2.1 and later versions) or Apple IIe
Setting:	Community college, four year college, adult population
Reviewer:	Gary E. Price, Professor, University of Kansas, Lawrence, KS

The **Adult Personality Inventory** is an extension of Cattell's 16 PF. It provides information on validity scales, personal characteristics, interpersonal style, and career factors. In addition, there is a narrative information profile that summarizes the results of the inventory.

The program procedures are thoroughly described in the manual. The program is user friendly, menu oriented and allows one to proceed through the program with little need for printed documentation

Client information is password protected so that only counselors or administrators can print the profiles and have access to client information. This password can be changed periodically and seems to be an effective way to protect the files. The information in the files is also encoded so that the data cannot be read without going through the program.

The program provides a short and a long version of the **Adult Personality Inventory**. The short version takes about 20 to 30 minutes to complete, while the long versions requires 30 to 45 minutes.

The primary limitation of the program relates to the response format. In some instances, you are required to input a T or F for true and false. In another section one has to input an a, b, or c. A different design for the response format would simplify the procedure. The program verifies each response but does not allow one to go back and review responses. The user is not allowed to stop in the middle of taking the inventory and continue at a later time. The user must start the inventory over if he/she stops.

Overall, the program provides a wide variety of useful information including: validity scales, personal characteristics, interpersonal style, and career factors. However, the manual does not provide much background information regarding Cattell's assessment model or the theoretical rational for the 16 PF. A short summary for each of the areas is provided in the manual. It is important that this program be used by qualified counselors. Empirical information such as the factor structure is not included in the manual. I recommend the purchase of this program by trained professionals.

CARA: COMPUTER ASSISTED READING ASSESSMENT

Publisher:	Southern Micro Systems for Educators (SMS), P.O. Box 2097, Burlington, NC 27216-2097
Author:	Micheal C. McKenna
Cost:	$149.00
Hardware:	Apple II+, IIc or IIe, with two disk drives
Setting:	Reading clinic or school reading program in K-college
Reviewer:	R. Edward Galloway, Professor of Psychology and Counselor, Pittsburg State University, Pittsburg, KS

The Computer Assisted Reading Assessment (CARA) program was evaluated on an Apple II with two 5 1/4" disk drives and dot matrix printer.

CARA is a diagnostic reading program designed to record a client's reading score information, store it then produce a diagnostic report. Information on the clients' environment and on his/her mental and sensory capacity for learning to read is entered into the computer. The program can store data from a variety of measures; from informal ratings to actual scores. It can also store information about the client's current diagnostic reading level. Information is stored in a file for each student. The file can be sent to the monitor or printer. The printout includes a set of graphic profiles in addition to a narrative report on the diagnostic conclusions drawn by synthesizing the client's data. The narrative suggests ways in which to proceed with the client, i.e., further testing or instructional tutoring.

The program's major strength is the large amount of data that can be integrated and quickly summarized for a diagnostic report. In the Users' manual appendix, the author provides input forms which can be used to collect data from clients.

The software program is user friendly and in general, well constructed. One is able to enter large amounts of data rapidly. I believe that the instructions for revising initial entries needs to be re-written. The procedures for changing client data after the initial entry are a bit unclear.

One may print out this information. It takes approximately five minutes to enter the data from one of the provided forms and receive a printout.

I recommend this program to teachers in remedial reading programs, especially those gathering a variety of data from numerous sources. I also recommend its use to the classroom teacher who needs a quick picture of a new student's reading ability.

COPING WITH TESTS

Publisher: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306
Authors: Carl E. Thoreson, Paul M. Insel, and Associates
Cost: $150.00 for institutional copy, $50.00 for individual user copy
Hardware: Apple II series, 2 disk drives; IBM PC or compatible with 1 disk drive, 64K memory
Setting: College counseling centers, school counseling programs, grades 9-12
Reviewer: Parvine G. Samai, Administrator, New York Institute of Technology, Old Westbury, NY

Coping with Tests is designed to assist the student who does not perform well on tests due to an intense feeling of anxiety. First, the program measures the degree of concern and physical discomfort by assessing the student's attitudes and expectations about tests as well as his/her physical reaction prior to, and during the test. The program then provides a combination of relaxation training, systematic desensitization, concentration training, and advice on how to prepare for tests and to reduce the level of anxiety associated with taking tests.

The "Test Attitude Inventory," which consists of twenty questions, was developed by Charles Speilberger. No reliability or validity data on the test is provided in the manual. The results of the Inventory categorizes respondents into three groups: those who have serious problems in taking tests, those whose difficulties are not quite as severe as the first group, and, finally, those who have relatively few problems, yet who may still benefit from the program.

Both the manual and the program reassure the student that there are no right or wrong answers, and that they should answer all questions as honestly as they can. Once the student has received his/her score, he/she is advised to master the relaxation training as a prerequisite to the rest of the program.

The relaxation training tape teaches how to relax the entire body by tensing and relaxing each muscle along with breathing exercises. The student is advised to devote at least six half-hour sessions practicing relaxation techniques with the tape. Breaks of at least several hours, or a day or more between sessions, are encouraged. Because of the time involved in completing the program, potential users must be highly motivated. In fact, only one out of the four individuals who volunteered to participate in the review process for this reviewer actually completed the relaxation training program.

The "Coping with Relaxation" component uses systematic desensitization techniques to teach the student how to cope with anxiety provoking situations through using relaxation techniques. The situations presented gradually progress form the least anxiety provoking to the most anxiety provoking scenarios.

The "Concentration Training" component involves visual recognition of numbers, and words and phrases with progressively increasing levels of difficulty and speed. The student is encouraged to start at a slow level and build his/her performance gradually. A score of 80% or better is a prerequisite for moving to the next level of difficulty. However, since the words and phrases are sometimes repeated, a correct answer may simply be the result of memorization of the first letter of a word or the first words in a phrase. The gradual mastery of each level is challenging and gives the user a feeling of effectiveness and self-confidence.

In the "Success Rehearsal" component, through exercise of imagination, the student is encouraged to create images of success in various steps of otherwise anxiety provoking situations—taking a test. This method of generating feelings and thoughts of succeeding in a difficult task can build user's self-confidence and reduce his/her anxiety.

Finally, the program offers a series of test-taking tips which are of great value in demystifying tests and empowering the student to achieve a sense of control over a difficult task. In addition, the program emphasizes the importance of effective study habits and adequate preparation for successful performance on tests. Furthermore, the manual provides a list of books and articles which may help the user to enhance their test performance.

"Coping with Tests" is well-organized, easy to use, and interesting. However, completion of the program requires a strong commitment and a high level of motivation. Perhaps the use of the program in a group setting which is more structured, meets at regular intervals, and provides interpersonal reinforcement would be a more effective method of encouraging students to complete the program. It appears that the program does what it is intended to do, however, since the publisher does not provide empirical data regarding the impact of the program on users, it is difficult to determine the effectiveness of the software in achieving its' purposes.

EATING DISORDERS INVENTORY: COMPUTER VERSION

Publisher:	Psychological Assessment Resources, P.O. Box 98, Odessa, FL 33556
Author:	John Schinka and David Garner
Cost:	$100.00 (for 50 applications)
Hardware:	IBM PC, Apple II+, IIe with two disk drives and a printer required for both versions
Setting:	College counseling centers, mental health clinics, weight loss clinics, private counseling practices
Reviewer:	Donald L. Thompson, Professor, The University of Connecticut, Storrs, CT

The **Eating Disorders Inventory: Computer Version (EDI)** is a computerized version of a paper and pencil inventory of the same name. The program is designed to administer and score the **EDI,** and then print a diagnostic/interpretive report of subjects' test results. The **EDI** can be either administered on-line with the client responding on computer, or another person can enter the client's responses from the pencil-and-paper version of the test (batch processing mode).

To start the program, the user must insert the two program floppy disks into the prescribed drives.The first screen requires the user to enter their password. The menu presents six choices, one of which is the **EDI.** This program begins by presenting 64 questions pertaining to eating disorders. The questions, and the response format (six point Likert Scale) are well done, and the program generally operates in a technically proficient manner. Simple on-screen directions are provided. The inventory takes 35-50 minutes to complete, including the time to present the sample questions and instructions. The **EDI** has many excellent features that may be used by clients in clinical settings where eating disorders are frequently encountered.

After the test is administered, the client cannot access the scoring or printing functions. The test results and interpretation report can only be accessed with the appropriate password. The **EDI** computer generated report includes: (1) a bar chart which graphically portrays the eight subscale scores, (2) the eight subscale scores with narrative interpretation, percentile ranks and a comparison of the client's score with norm groups, (3) the client's responses to each question, and (4) the client's self-reported current weight and weight history.

The **EDI** has the potential of being a very useful tool in the clinical setting. One of its strengths is its flexibility. Either the client or the counselor can enter the data, clients can skip questions or change previous answers, and it allows a user to return to a previously incomplete test. The user may store completed tests on a separate data disk. It also provides other features which protect the confidentiality of test data including the prerequisite password and the use of a file (as opposed to the client's name) to identify a test results file.

Despite its excellent features and potential value to the counselor serving clients with eating disorders, there are several problem areas with the test. One technical problem is the failure of the program to provide on-screen warning that the a question soon will disappear and proceed to the next question if the client has not responded within 45 seconds. One minor operational problem was noted: on some occasions, the program did not respond correctly to the escape command.

Also, the wording of some of the test items is not logically related to the choice of answers provided. For example, "The happiest time in your life is when you're a child." requires a response on a Likert scale ranging from "always" to "never".

There are other limitations of the **EDI-Computer Version** of which potential users should be aware. The inventory questions focus primarily on attitudes regarding problems such as self-induced vomiting, but does not ask specifically about behaviors such as laxative abuse, self-induced vomiting, excessive exercise, etc. The User's Manual does not include the information necessary in understanding or evaluating the inventory's psychometric properties and there is no documentation on the underlying theoretical rationale, validity or reliability data, or norm group definition. The counselor should research the **EDI** thoroughly. The Mental Measurements Yearbook should be consulted to determine **EDI's** predictive and clinical value, as well as its psychometric properties in relation to the population of clients served by the counselor.

While the **EDI** cannot substitute for a comprehensive clinical assessment, it is a strong performer in the computer assisted testing arena. With an awareness of its limitations, and prior knowledge of the minor problems noted, this instrument can be a very valuable adjunct in Identifying and counseling a client with an eating disorder.

FIRO-B

Publisher: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306
Author: Will Schutz and Judith Waterman
Cost: $150.00 for 100 Administrations
Hardware: IBM PC or compatible with 128K and printer
Setting: Counseling center, community counseling agency, employee relations/personnel office, private practice with clients over 12 years of age
Reviewer: Michael J. Sporakowski, Professor, Virginia Polytechnic Institute and State University, Blacksburg, VA

Waterman's **FIRO-B** IBM version (1987) was evaluated on an IBM XT with 640K and an Epson LQ-800 printer. In addition to running the program three times myself, four graduate students in my assessment techniques class also ran/reviewed it.

The program is designed to administer, score, and provide an interpretive report of the **FIRO-B.** The output is divided into two sections: the client segment, and the counselor segment. The client segment may be set to give no feedback, matrix-only feedback, general comments and narrative feedback, or only general comments and narrative feedback. Screen-only, printer-only, or both options may be used for feedback. The results may also be saved to a data disk. The counselor segment allows many reporting and saving options, as well as the ability to input data from hand-scored versions of the test, and to batch score tests previously taken. Provisions are also made for maintaining client confidentiality.

The **FIRO-B** program is very user friendly. Neither I, nor any of the four students, encountered any difficulties running it. The biggest complaint was that some of the test takers could read and respond to the items faster than the machine presented the items.

The manual is very well organized and is written in a manner to which even persons with limited computer knowledge and skills can easily relate. It takes the reader step-by-step through the running of the program and its options, gives suggestions for successful administration of the test, and presents four case studies exemplifying how this program was used in career planning. It also includes a very helpful reference list of **FIRO-B** related materials.

The program comes with 101 administrations on the disk. A software counter lets you know how many are left at the beginning of each run (there are 101 administrations so that the purchaser may try the program out as a "freebie" one time). From the users point of view, the only annoyance I encountered in actually running the program was the use of the term "Return" instead of the more common (to IBM anyway) "Enter." One possible problem may occur because of paper-and-pencil edition differences between the 1987 and 1977 versions. The answer formats are reversed. Thus, the 1977 paper-and-pencil version cannot be used with the software administration section of the program which was reviewed herein. However, this software version does allow an option to input and score the 1977 paper-and pencil version.

The printouts of the test results should be easy for both the client and the counselor to understand. They are visually easy to comprehend. The language of the reports is very understandable. I have worked with one previous computerized version of the **FIRO-B,** and although my evaluation of the earlier edition was positive, my students and I found the 1987 version to be much easier to use. This was, in part, because the newer version uses only one disk for the program—as opposed to two—and the program spends much less time going back to the disk for information (disk access). The program is one that I would heartily recommend. It was exceedingly well produced, easy to administer, and its output is in a very usable form.

IMPROVING COLLEGE ADMISSION TEST SCORES

Publisher: National Association of Secondary School Principals (NASSP), 1904 Association Dr., Richmond, VA 22091

Author: Jay Comras

Cost: $175.00

Hardware: Apple, TRS, IBM with 48K

Setting: Agency/community counseling, community college, library, private counseling practice, high school

Reviewer: Carole T. Beer, Instructor, Rutgers University, New Brunswick, NJ

The SAT Verbal and Math Series of the **Improving College Admissions Test Scores** Program was evaluated on an Apple IIc computer with 128K and using a monochrome monitor. This is a Scholastic Aptitude Test preparation program for use with students who plan to take or retake the SATs as required for admission to college.

The software assists students in effectively preparing for the SATs by reviewing math skills, verbal skills and test taking strategies. The program provides academic tests that match the level of difficulty found on the Scholastic Aptitude Test.

The Math Series presents both regular multiple-choice questions and quantitative comparison questions which measure arithmetic, algebra, and geometry reasoning abilities. The Verbal Series presents five different areas of cognitive skill development including opposites, sentence completions and corrections, analogies, reading comprehension, grammar and usage.

The program's objectives are clear and meaningful to users. Students are motivated to achieve the objectives which include increasing their self-confidence and improving scores on the SATs. The user will have no difficulty in going through the program for the reading level is appropriate for students in high school and beyond.

Instructions are clear and easy to follow. Correct responses are explained as are incorrect responses. This instructional technique helps users to understand the logic of the question.

The program is self-pacing and allows the users to progress according to their own speed. Users control the activities of the program and can return to any question at any time. They can also exit the program at a time of their choosing, thus controlling the length of the practice session. Questions can be passed over if the answer is unknown. Clues and hints are provided to assist in arriving at a correct solution to the problem.

Feedback is immediate, as a cumulative point count is flashed on the screen after each response. Each correct answer selected on the initial attempt earns four points while one point is subtracted for each "first try" incorrect response. Users can record their scores on a performance record sheet at the conclusion of each section. In this way clients can understand which sections may be weak or strong.

The support materials available for use with the program are easy to understand. They provide sufficient information to use the program. The User's Manual explains the operation of the program which allows clients to independently work there with the program.

Improving College Admissions Test Scores can help to motivate college-bound students to improve their test taking skills by identifying the specific skills that need practice. The program's performance scores are a simulation and are not meant to correlate with SAT scores. These programs give students test taking practice which does increase self-confidence.

MMPI III SCORE AND INTERPRET

Publisher: Weathers Reports, Inc., W. 227 24th Avenue, Spokane, WA 99203
Authors: Robert Ramstad, Lawrence Weathers, and Mary Weathers
Cost: $299.95
Hardware: IBM PC or compatible with 256K, and printer
Setting: Counseling center, community counseling agency, private practice with clients over 13 years of age
Reviewer: Michael J. Sporakowski, Professor, Virginia Polytechnic Institute and State University, Blacksburg, VA

The **Weathers MMPI III Score & Interpret** Program was evaluated on an IBM XT with 640K and an Epson LQ 800 printer. In addition to running the program 10 times myself, I had six graduate students, who were enrolled in an assessment techniques class, also review it. This review looks at both the original program and its second update

The **MMPI III Score & Interpret** program is designed to help the user efficiently score and interpret the results of the 168, 399, or 566 item versions of the **MMPI**. It can also use T-score results from a prior administration of the test to produce an interpretive report. It is not a piece of software which allows a client to sit in front of a PC and take the test. Responses to the paper and pencil **MMPI** must be keyed into the program by a staff person. The authors have indicated they are working on a client administered version, but its availability has been slowed by the legal process related to the test's copyright provisions.

The program has been updated twice since I initially purchased it. The original cost $149.95, while the current version sells for $299.95. The increase in price is worth every cent as the program offers much more in the way of user friendliness, including several tutorial sections which help the first-time user. Upgrades from earlier versions cost $100.00.

The **MMPI**, always tedious in its 566 item format, becomes more manageable with this scoring and interpretation program. Although you have to enter all the answers from an answer sheet, once that is done, the scoring goes quite rapidly, and results are comprised of seven pages of scale and critical item scores plus a printout of the answers you keyed in. One of the valuable revisions is the ability to verify the keying in of the responses which increases the reliability and validity of the results. The keying verification occurs both on-screen and audibly. I found that keying-in the responses from the group form answer sheet went much faster than when form R was used. Once the answers are entered, the PC scoring and printout takes about 3-7 minutes, depending on the set of items and how detailed a printout is needed. The materials from the publisher indicate that medical, correctional, and personnel modules are or will be available at extra cost—the correctional for $199.95 and the medical for $385.95 (no price given for the personnel).

The analysis/interpretation section of the printout runs about 12 pages if the maximum output is desired. It begins with a validity analysis statement, followed by a clinical description, learning history, and then therapy suggestions. Comments based on various "other" scales and subscales (e.g., Harris-Lingoes, Serkownek, Wiggins) are also provided. Statements related to DSM III diagnoses, pain behavior, parental behavior, discrimination of addiction type, and psychotropic medication recommendations area also included. This material is well done but requires fairly extensive familiarity with the **MMPI** and its literature for legitimate use.

Overall, my impressions of this software are very positive. It is very user-friendly, relatively inexpensive for this kind of program, and it does a great job of scoring a test that takes considerable time to score by hand. It also allows same day scoring and interpretation, as opposed to the 7-10 day turn-around of a mail-in scoring service. The interpretive statements appear to be soundly based. Like any other assessment, this software should be used as an aid in the counseling/therapy process, and not as the only source of client data. With that grain of salt in mind, I recommend this product strongly as a significant adjunct to the clinical counseling process.

MYERS-BRIGGS TYPE INDICATOR

Publisher:	Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306
Author:	Katherine C. Briggs and Isabel Briggs Myers
Cost:	$1.75 per test
Hardware:	IBM PC and compatible
Setting:	Counseling centers, guidance offices, clinical settings
Reviewer:	Nick Piazza, Assistant Professor, The University of Toledo, Toledo, OH

The **MBTI** Software and User's Guide was evaluated on an IBM PC-XT compatible Ericsson PC with a monochrome monitor, one floppy disk, one hard drive, and an Okidata ML92 dot matrix printer.

MBTI software and User's Guide is designed to allow the computer administration and scoring of the **Myers-Briggs Type Indicator**. The program has many fine qualities. First, the program provides excellent instructions. The on-screen directions were more than adequate; users were able to complete the program without supervision. Second, for users with little or no computer experience, the program provides an on-screen tutorial. Third, the program only requires the use of four keys to perform computer functions. This helps eliminate any confusion that the uninitiated may have when first confronted with a computer keyboard.

Another positive feature of the **MBTI** Software and User's Guide is the innovative pricing structure. There is not a single purchase price for the software. The user pays $1.75 per administration and only buys as many administrations as needed. Consequently, individuals who only administer the test occasionally may buy a limited number of administrations and can save money on test inventory. When the administrations on a disk are used up, the user returns the disk to the publisher where the disk is rewritten with the new administrations as requested by the purchaser. It is advised to divide the order between two disks, so that one disk is always available for use while the other is being updated.

In reviewing this software, users have reported that the computerized test version was easily understood and could be taken in about twenty minutes. When the test is completed, it is necessary for the examiner to enter a password so that a report can be generated. This procedure guards against the examinee obtaining test results and from the test being interpreted without the examiner's help.

Finally, the program offers three different forms of the **MBTI**. There is a long form, the traditional form, and a short form. This provides the examiner with a great deal of flexibility in adapting the software to an individual's needs.

There are some drawbacks to the format of the exam. First, the examinee cannot stop in mid-test and then return to complete the **MBTI**. Second, individual item responses are not recorded. This makes item analysis and other forms of research impossible. Third, results and profiles cannot be stored to disk for later use. This is especially troublesome since the interpretations provided by the publishers are only six lines long.

The counselor or clinician already trained in the use and interpretation of the **MBTI** will reap the most benefit from this program. The program is a quick and efficient way to administer the **MBTI**, but is not to be used as a training device

Overall, I found the program to be easy to use and non-threatening to examinees. Those persons looking to integrate computers and the **MBTI**, should seriously consider this program. I am sure they will find it to be a useful addition to their practices.

PARENTING SKILLS INVENTORY

Publisher:	Parenting Plus, 4742 Hayman Avenue, La Canada, CA 91011
Author:	Louise Nash
Cost:	$175.00
Hardware:	IBM PC or compatible with 256K and one disk drive
Setting:	School or agency dealing with married or single parents; appropriate for parent-child or family counseling and family life and parent education classes
Reviewer:	Michael J. Sporakowski, Professor, Virginia Polytechnic Institute and State University, Blacksburg, VA

The **Parenting Skills Inventory** is designed to examine the following areas in parenting: expectations, communications, rapport, role image, role support, objectivity, and limit setting. It is a computerized version of a previously published paper and pencil instrument. Discussions with the author of the **PSI** established that this program was designed to be used in a batch processing mode, although it can be used in an on-line administration format.

The program begins by noting the response number assigned to the administration being given. This number is mentioned in the manual, but not on the screen. The number is needed to score the test and interpret the results. The use of this number is helpful to maintain the confidentiality of test results. However, users would be better served if they were instructed on screen to record the number for future reference.

The program presents the client with an interesting set of parenting statements that cover a variety of topics. Parents without partners (single parents) answer 75 questions, while those with partners respond to 85. Questions are presented in a True/False format. An answer may be changed only if the client has not pressed the return key to move on to the next question. Changing previously entered answers is not possible without restarting the program. The lack of flexibility in changing previous answers could be problematic if the administration is done on-line.

When the respondent completes the **PSI** the program moves to the scoring phase. The respondent must invoke the scoring program by entering the appropriate password. Scoring, interpretation and printing of the results takes about two minutes. A nicely compiled report is generated. It contains the raw and normative profile scores for the seven scales, and an evaluative statement indicating the respondent's "skills score" on each of the scales. A profile form, like the one available with the paper/pencil hand-scored form of the **PSI**, would be a valuable addition to the computerized version. However, one could use the graph provided with the paper and pencil version of the test.

The data section of the report is followed by a discussion of the respondent's scores on each scale. The discussion is personalized by integrating the client's name in the discussion. This section ends with a note indicating that findings presented in the report should be verified by other data and impressions.

The information in the manual and the availability of regular normative updates from the publisher for the measurement uphold the integrity of this instrument. The author of the program has indicated that normative updates, program documentation and program updates, including the new normative materials, are available

The results/analysis of the **PSI** can be used in a "skills improvement program" designed by its author to help improve parenting skills in the areas measured by the scales and can be easily adapted to the needs of parents. The **PSI** appears to be sound conceptually, and the computerized product is technically sound. The reviewer has used it in a parent education class setting, with positive feedback. I would also expect that counselors using this test in parent-child treatment would find it most helpful in quickly uncovering and documenting potential problem areas.

WISC RITER (COMPLETE)

Publisher:	Southern Micro Systems for Educators, P.O. Box 2097, Burlington, NC 27216-2097
Author:	Charles L. Nicholson
Cost:	$495.00, includes one program disk (either Apple or IBM/MS-DOS Version), data input forms, manual, and *Resource Book of Educational Applications*; additional program disk, $99.00
Hardware:	Apple II+, IIc or IIe, DOS 3.3 or ProDOS, 48K, two disk drives; IBM PC/MS-DOS with 256K, one drive; both versions require a printer
Setting:	Grade/middle, and high schools, psychological assessment and counseling services
Reviewer:	Donald L. Thompson, Professor, University of Connecticut, Storrs, CT

This program was evaluated on an IBM computer.

The **WISC Riter** (Complete) is not a testing program. Rather, the program generates a diagnostic/prescriptive report based on client scores obtained on the Wechsler Intelligence Scale for Children-Revised (**WISC Riter**). The psychologist administers the **WISC Riter** in the normal manner, and then enters the scores (subtests, and verbal performance and full scale IQ) into the program. One should also enter Grade Equivalent and/or standard scores for reading, spelling and arithmetic from any achievement test to produce the most useful report.

To use the program, you first input the **WISC Riter** test data noted above. After data is entered the report may be printed or saved onto a data disk. Once the data is saved, it may be called up with instructions to generate a report. As with many computer software programs, this program allows the user to access all of the functions through a series of menus. The menus are well organized, easy to use and technically proficient.

When we followed the direction during the review process we did experience two minor technical problems. When we selected an incorrect file name for printing, the program reported an error code with the instructions to record and report the problem to SMS, and then required us to return to the main menu. However, since this problem did not occur either before or during data saves it did not cause any loss of data.

The second problem is the failure of the program to insure that you must save your entered data prior to initiating other activities such as quitting the program or calling up another set of previously saved data. The second problem could prove more serious, since user carelessness could easily result in the loss of the most recent data. It should be noted, however, that when we carefully followed the instructions for using the program, we had no technical problems with the software. The on-screen instructions and menus, as well as the printed instructions which accompany the program are clear and complete. We alerted SMS to these problems, and they have indicated an intent to correct them on future revisions of the software.

Data entry takes 1 to 2 minutes using a previously completed paper and pencil data sheet containing the **WISC Riter** and achievement test data. Once data entry has been completed (including saving the data to disk) a report may be generated in about three minutes. Reports average six to seven pages and provide extensive diagnostic and prescriptive information regarding the client's intellectual functioning as well as some tentative indications regarding the general psychological functioning of the client. The report also provides suggestions for needed follow-up assessment and various tests which could provide the information needed. Assuming that the diagnostic information for the client is valid, the prescriptive suggestions for educational programming and/or psychological services could be quite helpful for teachers or school psychologists in developing programs for individual students. The thirty page manual titled *Educational Applications of the* **WISC Riter***: Teacher's Guide* which is included with the package is well written and has extensive educational programming/remediation suggestions for children at various levels of intellectual functioning. The Guide is indexed to the specific information presented in the report. Users of this software should be aware of the author's theoretical framework and determine whether the interpretations provided are consistent with their own theoretical framework.

Several of the users (teachers and school psychologists) who participated in the review of this software complained that the reports were too "clinical" and that some of the terminology and labels used in the report were not appropriate for a school setting. The instruction manual indicates that the report and the diagnostic information are planning tools, and a psychologist should read the unedited final report and make necessary edits before distribution. Editing is a simple task, since reports are saved to a disk file in the form of ASCII output. This report editing capability is a strong feature of the program.

Teachers who reviewed reports generated by the program believed the diagnostic information provided an accurate portrayal of the students. Teachers were quite enthusiastic about the prescriptive aspects of the report in helping them structure appropriate educational experiences for students.

If I were a school psychologist and did extensive **WISC Riter** testing, I would buy this software. While the program does not eliminate report writing, it does provide a good start on a psychological report which you can edit as necessary, and thereby save considerable time and effort in this tedious task. Also, I have found SMS to be very responsive to users' technical assistance needs.

Software for Administration

ACCOUNTABILITY SERIES

Publisher:	The Guidance Shoppe, 2909 Brandemere Drive, Tallahassee, FL 32312
Authors:	Computer Concepts, Inc.
Cost:	IBM-$89.95 for each of the three components ($225.00 for the set); Apple-$79.95 for each of the three components ($195.00 for the set)
Hardware:	Apple II+, IIc, IIe with one disk drive, 48K memory; IBM PC with two disk drives and 64K of memory
Setting:	Elementary, middle, or high school
Reviewer:	Diane L. Kjos, Professor, Governors State University, University Park, IL

Accountability Series was evaluated on an IBM/XT with two floppy drives and an AT&T 6300 with one floppy drive. The Series consists of three separate pieces of software: **Accountability Plus, Counselor's Notebook,** and **The Planning Guide.**

Accountability Plus was designed to help counselors to be more methodized in their recordkeeping. The counselor can use the system to keep records and to compile and write reports. Quick Log allows the user to rapidly summarize the time spent on any number of typical "counselor" activities. The resulting report indicates total time and the percentage of time spent on each activity. The Detailed Log allows the user to expound on his/her activities.

The **Counselor's Notebook** is a student record-keeping system. Using this system the counselor can compile and report data gained from individual and/or group counseling. The counselor must enter the name of the student the very same way every time. For example, If the counselor entered student "Joe" as "Joseph L. Smith" on his computer record, the counselor would always need to use Joe's entire name. He would not be able to use the shorter version "Joe Smith" because the computer would see this as a "new" record. Individual student reports may be generated, as well as a listing of those students needing a follow-up consultation.

The Planning Guide supports the development of a guidance plan that includes the writing and updating of goals objectives and evaluation criteria. A hierarchical system requires that the user enter a goal before an objective and an objective before an activity. However, **The Planning Guide** does not move from a specific goal to its attendant objectives. Rather, the movement is from goal to goal or from objective to objective.

There are problems with the **Accountability Series.** Counselors with multiple student contacts and limited clerical support might find this software more troublesome than beneficial. Unfortunately, the component and the software cannot be stored on a hard drive. The ability to use a hard drive and move easily from one part of the series to another would enhance the series. The vendor indicates that they are working on a hard-drive option.

I, and others who tested this software, found data entry slow and cumbersome. It does not accommodate rapid typing. To make corrections, one must indicate that the record is incorrect and then move through the entire field. If the student's name is wrong, the entire entry must be cancelled. The vendor has reported that the speed of the data entry should be increased under the current program revisions.

All three programs are password protected and confidentiality is one of the features promised by the authors. However, with simple DOS commands I was able to bypass the security device. The vendor says that this will be corrected by the time this review is published. Individuals with older versions may wish to request this correction.

The manuals are clear and easy to follow. One is quickly able to start the system, enter information and retrieve data. The manuals failed to indicate the storage capacity of the disks. This can result in the loss of data. In addition, no alternative suggestions are offered as to how larger bodies of information should be handled.

More emphasis is being placed on counselor accountability and this program may be the answer for many counselors. It is reasonably priced and addresses specific counselor needs. The vendor is very accessible and open to suggestions and the return policy on the **Accountability Series** is more than fair.

ACCUMULATOR II

Publisher:	Southern Micro Systems, P.O. Box 2097, Burlington, NC 27216-2097
Author:	Frank Twitty
Cost:	$99.00
Hardware:	Apple II, II+, IIc, IIe with 48K
Setting:	Schools, agencies, private practice
Reviewer:	Robert Drummond, Professor, University of North Florida, Jacksonville, FL

The **Accumulator II** was evaluated on an Apple IIe with 128K.

Accumulator II is a data management system that can be used for developing your own record and retrieval system. The program was developed so that counselors and educators could create their own management system. Included is an instruction manual and a sample/practice disk. The program will accept up to 20 fields per record. The status line at the top of the screen indicates the approximate space left in memory. Main menu functions include: select data base, delete data base, enter records, list records, change records, delete records, sort, search, access printer, catalog disk, change data disk, and terminate program.

This program has a number of features. Multilevel searches can be made, and a file identified from these searches can be saved separately. The program is easy to use and contains extensive error recovery functions. The reviewer recruited a number of students to try out the software. The students found the program easy to use and could follow the directions in the manual without difficulty.

Accumulator II is limited in its capacity to do much more than list and sort. It can not do mathematical operations and it does not integrate with word processing programs. In addition, the size of the files and number of records are limited.

Accumulator II is a simple, user friendly data management system. Counselors considering a data management system for their Apple computer would need to carefully review the parameters they want to include in their database and the uses they want to make with the data to be recorded and then check to see if **Accumulator II** would provide the means to accomplish their objectives.

APPLEWORKS 2.1

Publisher:	Claris Corporation, 440 Clyde, Mountain View, CA 94043
Author:	Rupert Lissner
Cost:	$249.00
Hardware:	Apple (64K) IIc+, IIc, IIe, IIGS
Setting:	School, office, home
Reviewer:	Helen C. O'Donnell, Counselor, Northampton Schools, Northampton, MA

Appleworks was evaluated on both the Apple IIe and the Apple IIc with 80-column extended-memory boards. It is preferable to use a computer with two disk drives (although one drive is adequate) to eliminate the constant changing of the program to the data disks. A printer is necessary for hard copy, but is not essential to using the computer.

Appleworks is an integrated software package that offers Apple IIe and Apple IIc users three different functions within one program: database management, word processing, and spreadsheets. These three program options be can used individually or can be integrated. The program can take spreadsheet and database information and move it into the word processor allowing information from any of the programs to be joined into one report. This simple inter-progam procedure strengthens the capabilities of the program making it a cost efficient purchase. When first marketed, **Appleworks** was considered a "revolutionary" software package. Each update and revision has made the program more sophisticated and has added additional functions.

Since **Appleworks** is a two-disk program, simple start-up procedure must be followed. The "start-up" disk boots the operating system onto the screen. The user is then able to choose the desired program The screen directions are very clear and easy to follow. A built-in program option is available to initialize the disks.

A helpful interactive tutorial training disk introduces the program procedures and capabilities. An **Appleworks** "quick reference card" offers fingertip definitions of the "open Apple" commands and their functions in the database, spreadsheet or word processor. The index card program format allows the user to easily flow back and forth through the sequence of options. "Help" screens are available throughout the programs.

Appleworks has many wonderful features. The "desktop" memory allows storage of 12 different files from the word processor, data base, and/or spreadsheet. This option facilitates the interactive component of moving and sharing data from the different files. Simple "open Apple" commands redefine margins, headings, line spaces, columns, rows, and character size. They also move, delete, insert, and arrange data, as well as find words and change references. Modifications are made immediately. It is impossible to cite all program options, but it is very easy to correct errors, move data, save information and retrieve files. The "escape" function allows easy return to the menu. When the user selects "quit" from the menu, he/she is informed that either a change in the data has occurred or that the data is new to the system. At this point, the user is also told whether or not the data has been saved. If it has not been, the user is given the opportunity to do so. This safety feature can save many hours of retyping. As the user becomes more adept with the program, he/she will constantly learn new features.

The word processing component is used to create new documents or to edit existing ones. With little effort, letters and documents can be typed, stored, and changed.

Database files can be used for storing information. To begin, the user must define the data categories. Screens of identical category "cards" ask for information. Once the data input is completed and stored, the data can be rearranged in multiple ways: A-Z, Z-A, or in any numerical order. Database files can be sorted and reclassified to produce lists and generate mailing labels. The progam also has mailmerge capabilities.

The spreadsheet is used for data manipulation as well as factual storage. The data can be rearranged, recalculated, and moved around. Data input is easy and methodical. Formulas and commands direct calculations of the columns and/or rows. The slowness of the recalculations may be seen as a limitation, but it is faster than manual calculations, and the results are error free.

Appleworks may lack built-in graphic capabilities, but the user can still be creative with the size of lettering, printing styles, and other layout modifications. While it is not possible to see an entire page at one time, the program has a simple command that indicates page breaks.

In summary, **Appleworks** is a multi-faceted software package that easily generates, stores, and shares data among its three computer applications: spreadsheet, data-processing, and database management. Mastering the powerful components of **Appleworks** is worth the effort because it is a versatile and helpful computer program and a time-saver. I recommend this program to others.

FORMS MANAGEMENT LIBRARY

Publisher:	TrueBASIC, Inc., 39 South Main Street, Hanover, NH 03755
Author:	Not listed
Cost:	$49.95; $150.00 for TrueBASIC Language System (necessary to run FormLib)
Hardware:	IBM PC or compatible with 256K memory and DOS 2.0 or above
Setting:	Any
Reviewer:	Jan LaForge, Program Consultant, Wright State University, Dayton, OH

Forms Management Library also known as **FormLib** was evaluated on both an AT&T 6300, monochrome monitor, 10MB hard disk, and one double-sided disk drive and on a Zenith 200, color monitor, 20MB hard disk, and one double-sided disk drive.

The manual for this program states that it "contains everything you need in order to create and display forms on the screen. It automatically handles user input, allowing editing and movement between fields." Also, it claims to check user input for correct entry of data (e.g., date should be entered "mm/dd/yr" rather than Oct. 10, 1986). The manual contains information on running through the three example programs included on the program disk. It also contains information on how to define forms; how to create forms with "exit keys"; how to use shortcuts and customizations; and how to create applications with multiple forms.

I ordered **FormLib** to help manage student advisee records. However, when it arrived I found that I also needed the **TrueBASIC** language system for running it (an additional cost of $100-150). And sure enough, with the **TrueBASIC** language system I was able to run through the example programs on the **FormLib** diskette rather nicely. Among other things, the program provides prompts to show the user how to input the data correctly, should the data be entered incorrectly. The program also is able to pull information together from other forms to create a master form.

Yet, I found that I needed to learn the **TrueBASIC** language system in order to write my own program with **FormLib**. I should say that I have not had much experience with programming. Although I successfully completed all of **TrueBASIC** language system tutorials and lessons, I am still unable to figure out how to write a program for my own form development. This is not a program for those unable to write their own programs.

The point of this review is to alert potential buyers that they need to have **TrueBASIC** language system to run the program (at additional cost), and then, of course, they need to learn **TrueBASIC** language (if they don't already know it), in addition to having some programming skills or a strong desire to learn how to program.

MENU EXPRESS

Publisher: Firstrack Systems, Inc., 23611 Chagin Boulevard., Suite 101, Beachwood, OH 44122
Author: Bill Kannen
Cost: $39.95
Hardware: IBM PC and compatibles with hard disk
Setting: Any setting where the user wishes easier access and organization of applications on a hard disk
Reviewer: Joseph M. Volker, Assistant Professor, University of North Dakota, Grand Forks, ND

Menu Express was evaluated on Epson Equity II.

Menu Express is an inexpensive, convenient and powerful utility program that will aid counselors who use multiple applications on their IBM PC (or compatible) hard disk drives. More personal computers are coming equipped with 10 to 40 mb of memory on the hard drive. This enables the user to store and easily access a tremendous number of applications and programs. **Menu Express** enables the user to develop a customized menu interface that is installed on the hard disk. This menu interface enables the user to select and execute applications with a minimal number of keystrokes. Thus, the user can gain quick and easy access to a large number of applications.

The effort needed to use **Menu Express** is all at the "front end," meaning that the user must spend some time setting up the program and building the customized menu and features he/she wants. This setup time requires 30 minutes to 1 hour, depending on the user's sophistication with DOS and his/her specific needs. **Menu Express** does have editing capabilities which enable the user to change menus, commands, and labels as needed.

An example of how this program is used best illustrates the process. Suppose that budget constraints allowed your counseling center to purchase only one IBM XT to be used by two or more staff members. Staff member A (Doug) uses a word processing program (Wordstar), a test scoring program (Lotus 1-2-3), and a counseling case notes program. Counselor B (Sheri) uses a different word-processing program (WordPerfect), the same test scoring program, some statistical programs, and a spreadsheet program. There is one computer and two users with some different and some overlapping applications. All applications are stored on the hard disk. **Menu Express** allows Doug to make up his own menu consisting of the four applications he uses. Sheri constructs her own menu using her applications. Each menu is labeled according to the wishes of the user: "Doug's Programs," and "Sheri's Applications." This will be a series of DOS commands not to exceed eight lines. When the start-up is completed Doug and Sheri need only choose from their personal menus the application with which they wish to work and **Menu Express** will execute the commands necessary to start them. When finished they will return to their personalized menus for another selection. At any time they may exit DOS. Our example features only two users, however, **Menu Express** can accommodate eight menus of 10 items each. Therefore, eight different users can develop personalized menus with this program.

Two additional features make **Menu Express** a particularly useful and powerful program: 1) password security, and 2) usage reporting. Recall that Doug uses a program for counseling case notes. Since multiple users make use of this personal computer system he will be concerned about the confidentiality of his case note records. **Menu Express** allows Doug to assign an eight character password of his choosing which would be required of anyone wanting to use the counseling case notes application. The password can be easily changed for additional security. This feature can also be used to restrict the access of some users to certain programs.

The second useful feature is called usage reporting. For each item on Doug and Sheri's menus a code may be specified to log how much time is spent using each application. **Menu Express** compiles and summarizes this data in a usage report. The usage report comes in two formats "Detailed" and "Summary." Both may be output to a printer for a hard copy. The usage report details the amount of time each application has been used and by whom. This interval may vary from one day, to one month, to many years, depending on the user's needs. This feature can be used in a number of creative ways. Counselors and teachers can monitor the monthly usage of counseling applications by clients and students or summarize activity for the whole year. Consultants who charge clients an hourly rate are aided in their billing by easily documenting the time using various applications for each client.

The documentation that accompanies **Menu Express** is well written and includes step-by-step set-up and usage instructions. The program's author has included helpful examples to facilitate set-up. The program does require a beginning to intermediate understanding of DOS. I recommend **Menu Express** highly. It is a useful and inexpensive utility program which facilitates the use of computers.

MYSTAT: A PERSONAL VERSION OF SYSTAT FOR THE MACINTOSH

Publisher: SYSTAT, 1800 Sherman Avenue, Evanston, IL 60201
Author: Unavailable
Cost: Free
Hardware: Apple Macintosh with 1MB of memory, hard disk drive or two 800K disk drives
Setting: Researchers, graduate school students
Reviewer: Mark Pope, Editor, Consulting Psychologist's Press, San Francisco, CA

MYSTAT was evaluated on an Apple Macintosh Plus with 1 Mb of memory and two 800K disk drives. The **MYSTAT** program was designed to be an interactive statistics and graphics package for Macintosh computers. **MYSTAT** is a "personal version of SYSTAT" which allows the user to analyze up to 50 variables and as many records as a data disk can hold.

The **MYSTAT** program is begun by clicking with a mouse on the **MYSTAT** system icon. **MYSTAT** uses four different windows: (1) Editor; (2) View; (3) Text; (4) Macro commands. The Editor displays the contents of a **MYSTAT** data file and allows the user to enter and modify data and execute statistical techniques. View allows the user to display and print graphical paired and two-group t-tests, some nonparametric statistics, basic correlational analyses, multiple linear regression, and ANOVA. The user cannot get some of the more basic nonparametric statistics (for example, Mann-Whitney U test), ANCOVA, and Fisher discriminant function analysis. The substitution of the graphics capabilities includes histograms, scatterplots, line plots, and stem-and-leaf plots.

The program is extremely user friendly and allows the user to easily add, modify, and delete variables from a data file already constructed. This is not always so easy with other statistical packages.

Further, the response format is consistent with other Macintosh applications. While the user's guide is simple, concise, and adequate, it is only 34 pages long and its purpose is solely to get the user started. There are no examples provided and no background material on analytical techniques. After all, what can you expect for free.

Overall, the program is very useful for basic statistical analysis. If you want a more powerful statistical analyses software package, then you will have to pay for it. **MYSTAT** is not a substitute for these other packages and the manual is for those who already know what statistics they need. But even for the person taking their first statistics course, this package would be accessible and easily used. It is highly recommended .

OVERHEAD EXPRESS

Publisher:	Business and Professional Software, Inc., 143 Binney Street, Cambridge, MA 02142
Author:	Business and Professional Software, Inc.
Cost:	$79.00
Hardware:	IBM PC, XT, AT and compatibles
Setting:	Anywhere overheads are needed for presentations
Reviewer:	Jan La Forge, Program Consultant, Wright State University, Dayton, OH

Overhead Express is a wonderful program used for developing top quality transparencies and computer screen presentations. Not only do they look professional, but they are easy to produce. The program has two options for making overheads. The first option is the Express Editor. This consists of a set of 12 commonly used overhead templates. All you do is type in your text. The 12 designs encompass areas such as Budget, Bullet, Compare, Grid, List, Notes, Outline, Prose, Table, Title, Window, and 3Column. The second option, Custom Editor, allows the individual to create unique templates or presentation materials for the computer screen. Any of the templates can be modified, and have been designed for easy alteration. In Custom Editor the margins and spacing may be changed in addition to a number of other formatting commands.

Advantages of this program include the Preview and Review on Screen feature. This enables the text to be checked on the computer screen while its being worked upon. The overhead is laid out in blocked form (not the actual text) so that the the spacing may be viewed. Then after completing the overhead you can review the finished product on screen. Templates can be created and saved for future use. Very explicit instructions are given for making templates. Tips are provided on improving visuals in terms of organizing presentations, designing transparencies, lettering, layout, and for displaying overheads during a presentation.

One disadvantage is that the software automatically makes a back-up copy of a retrieved file. Although this is a nice safety feature, it creates more work by forcing the user to delete the unwanted files. Perhaps there should be an easy built-in option here.

Overhead Express is very easy to learn, and there are two tutorials for learning the program (Express Editor Tutorial and Custom Editor Tutorial). There is also a lesson on making computer screen display presentations. A user can begin making simple overheads (by using the templates) in less than an hour of learning time.

Special Features of **Overhead Express** include: Elastic Spacing which is used in the Custom Editor mode. I found this to be one of the nicest features of the software. Elastic Spacing puts the text in the center of the page and creates an equal amount of vertical space which will stretch or shrink depending upon the number of elastic spacing commands entered. This feature allows for proportional spacing without making special calculations.

Other special features include the ability to highlight, draw boxes around text, draw lines or rules, vary the shading of letters, and create shadow-letter effects, and special symbols such as arrows, checks, hearts, stars, and other accents which add interesting detail and emphasis to your presentation.

Overhead Express also has four different typefaces: Classic, Modern, Popular, and Script. The Modern typeface is available in five different sizes: 18, 24, 60, 75 dots. Classic, Popular, and Script are available in three sizes: 24, 40, and 60 dots. All the typefaces except Script come in regular style and italics. All four typefaces have a set of 26 international characters. Another nice feature is being able to choose between hollow text print, shadowed text, white print over black, white print over grey, or black print over grey. Graphs and charts are possible, but take extra time and ingenuity. In summary, I believe **Overhead Express** is a wonderful program. I use it constantly for classroom presentations, workshops, and conference presentations. I'm glad to have it. Professional looking overheads are quickly made. The program is easy to learn and use—not always the case with new software products. Software support is available, though I have never needed it; the manual has been more than adequate.

PFS: WORKMATES

Publisher: Software Publishing Corporaton, 1901 Landings Drive, Mountain View, CA 94043

Author: D. Pitsch, H. Lee, & K. Fort—File; A. Reed—Report; T. Nichols & B. Bartel—Write; and L. Cameron, B. Poehlman, D. Van Duyne, & S. Morris—Plan

Cost: $250.00, includes set of four disks; $125.00, File and Report; $125.00, Write; and $125.00, Plan; both 5 1/4" and 3 1/2" disks included; free backup when request card returned; notification of update available

Hardware: Apple IIc or IIe, 128K, one or two 5 1/4" or 3 1/2" drives (two drives recommended), printer; IBM PC or compatible

Setting: Guidance office (K-adult)

Reviewer: Linda Morse, Counselor, Cumberland Elementary School, W. Lafayette, IN

PFS-Workmates was evaluated on an Apple II.

Counselors without a guidance secretary might ask their administrators for a computer and the **PFS-Workmates** program. This combination would make their record keeping/secretarial functions manageable. **PFS-Workmates** is a set of four program disks called Write, File, Report and Plan.

- Write is the word processing function used for preparing documents such as letters, articles, and memos. A 75,000-word dictionary is on the back of this disk. It locates misspelled or repeated words, and words irregularly capitalized. The user can add names and specialized terms to a 200 word personal dictionary.
- File stores numerical and verbal information on a form designed by the user. One is able to create and store several different forms on the same data disk.These forms may be printed.
- Report prints documents using data from the forms on File. It is able to print up to nine vertical columns (words and/or numbers). Report allows one to alphabetically or numerically sort information and to calculate averages and totals from numerical information.
- Plan, a spreadsheet program, organizes numerical data into rows and columns to create a worksheet

These programs are helpful to a variety of users. The printer control code may be altered to offer additional format possibilities. **PFS-Workmates** has been used in various ways by our school personnel. It has been used to keep records of the students' lockers and lock combinations, product sales, practice sessions for band members, equipment inventory, and individual student records. Students may also benefit from using **PFS** Write for such assignments as book reports, term projects, stories, etc.

The reviewer, an elementary school counselor, finds **PFS-Workmates** an efficient way to keep records. I keep notes of each individual counseling, small group, and classroom session conducted throughout the school year. Periodically, I use Report to search for and print all the entries on a particular student. In addition to a systematic way of keeping notes on counseling sessions, this procedure provides the counselor with additional information. Write is used in much the same way as other wordprocessing programs. However, using File, the counselor can create a file with information such as parent's name, student's name, and address. File can then print the envelopes. After completing the letter with the notations for the insertion of variable information, you can print personalized letters.

The following examples illustrate some of the strengths of the **PFS** program: (1) the program is integrated so that any of the four program disks can access the same data disk; (2) the number of entries made to a file and the length of each entry are limited only by the size of the data disk; (3) there are no predetermined files; each file is designed according to the needs of its user; (4) each file is automatically saved before another one is entered; (5) while using Write, the writer knows where on the page the type is located (when margin settings are changed, the position of the text on the page changes accordingly; this attribute can be especially helpful to students); (6) words in the personal dictionary may be added, deleted, or corrected. Several personal dictionaries may be developed and used one at a time.

While an inexperienced computer user needs time to learn to use a program such as **PFS-Workmates**, the outstanding readability of the manuals makes the task much easier than with similar programs. Each program disk has a separate 8 1/2" x 6" spiral-bound manual which uses examples and contains appendices on messages and a quick guide.

The weakness of the program is its slow speed in sorting, searching, and loading. The consultants at the 1-800 number (provided by the store from which the **PFS-Workmates** Program was purchased) were very patient. When their suggestions did not help, they sent a rescue program at no cost; some of the forms were retrieved. Other consultants have since indicated that **PFS-Workmates** is more sensitive to exiting than other applications program. Also, the computer has difficulty printing data recorded on another computer. Making a backup copy and using this rather than the original is an important precaution to take. This versatile set of programs is highly recommended to counselors at all levels.

PRINT-A-BANNER

Publisher: The Guidance Shoppe, 2909 Brandemere Drive, Tallahassee, FL 32312

Author: Not listed

Cost: $34.95

Hardware: Apple II, IIe, 48K, one drive, any printer

Setting: Schools or organizations

Reviewer: Linda A. Morse, Counselor, Cumberland Elementary School, West Lafayette, IN

Print-A-Banner has one purpose: to make a large banner. It can print letters horizontally, vertically, backwards, or upside down. It can print the characteristics in a solid, outline, or inverse form. Graphics can be placed before and after messages. A border can be placed around the banner. A sample horizontal banner with a beginning and ending graphic and the word "HI!" stretched 30"; a vertical banner with the word "TESTING" stretched 6'2". Graphics cannot be added to vertical banners.

The manual states that one does not need to read the manual. I do not agree completely. The manual is the only way to see how the font styles and graphics appear. Neither the manual nor the screen directs the user to press CAPS LOCK for correct operation, although this is important.

Incorrect responses to options result in no change in the screen. Corrections in a message can only be made while in the message screen. Once a graphic has been selected, it can not be changed without returning to the graphic screen. At the end of the program, the user is asked if the banner is correct; selecting N erases all of the selections and returns the user to the main menu.

While there is no SAVE function to this program, the user is asked if the banner is to be printed again.

The manual gives directions for special effects such as combining type styles and making long messages. However, it neglects to say that colored messages can only be done with a single-color ribbon; using a four-color ribbon resulted in printing the banner in black. There is no printer option for using a multi-colored ribbon.

There are many instances where banners could be used within a school setting. I would purchase this program to create very large vertical banners with graphics.

THE PRINT SHOP

Publisher: Broderbund Software, 17 Paul Dr., San Rafael, CA 94903
Author: Unavailable
Cost: Apple series, $49.95; Macintosh, and IBM PC/Tandy, $59.95; Commodore 64, 128, Atari 400, 800, XL, XE, $44.95
Hardware: See above
Setting: Home, school, community, business
Reviewer: Helen O'Donnell, Counselor, Northampton School District, Northampton, MA

Print Shop is compatible with many computers using either 1 or 2 disk drives. A printer is required. (The IBM version requires a graphics adapter card.) Optional materials that can enhance this program include pinfeed paper for banners, blank disks for saving graphics and designs, joystick, KoalaPad, matching stationery and envelopes, colored paper and ribbon(s). My **Print Shop** user experience is on Apple IIe and Apple IIc with both one and two disk drives in multiple school and home settings with all age groups.

This very exciting piece of software allows users to design and print original or pre-designed greeting cards, giant banners, personalized stationery, logos, invitations, announcements, advertising fliers, screen images, signs, and letterheads. As users proceed through the program, they have the opportunity to select from eighty typestyles that can be printed in solid, outline or three-dimensional form. There are choices of 9 border designs, 10 abstract patterns, and dozens of graphic designs, symbols, and pictures. The "Graphic Editor" allows users to customize existing graphics or design their own. "Text-editing" includes automatic centering and left/right justification. "Screen Magic" allows the user to "freeze kaleidoscopic patterns to create an endless variety of geometric designs." Several programs can expand **Print Shop** including Graphics Library 1, 2, and 3, **Print Shop** Companion, and Graphics Expansion.

The program's design elements are so simple and clear that beginning users quickly become familiar with the program. Easy-to-follow screen directions and a handy "Reference Card" with Lettering Font options, Text Entry Commands, and Graphics Designs keeps information at the user's fingertips.

The **Print Shop** Reference Manual is an excellent guide for both new and advanced users. It correctly states that the program "requires no knowledge of computer graphics or programming...(and) does all the work for you! The **Print Shop** doesn't even require artistic talent. Yet using the **Print Shop**'s powerful features and ready-to-print library of dozens of delightful elements from which you simply mix, match and choose, will make you feel like an artist with your very first printout." A very detailed Table of Contents allows quick reference to "Getting Started," "Using **Print Shop**," plus many others chapters describing the unique features of **Print Shop** and techniques for adapting the program to less common uses like encouraging creative drawings and modifying existing graphics.

Print Shop allows for a preview of the final product prior to printing. If corrections are needed, it is simple to make adjustments and changes within the format. The **Print Shop** is also capable of initializing data disks so users can save their created designs and products. It is even possible to "Give Yourself Credit" on the back of greeting cards. Designed information is processed quickly within the software so printing time is dependent on the speed of the printer.

The most difficult task of this program is correctly identifying your computer for compatibility with **Print Shop**. The packaging specifically lists numerous compatible printers. The "set-up" procedure is clearly explained in both the manual and on-screen directions. There is a built-in check procedure to test successful set-up. Once the correct set-up choices are made in the initial use of the program, it will be ready for all future uses of the disk.

Print Shop is an excellent addition to a software library for it is a multi-functional program with multiple adaptions that can turn your computer into a printer's shop. The cost is minimal and all age groups can enjoy becoming the creator of original cards, banners, posters, etc., and printing them with the ease of an accomplished printer. Creative learning experiences abound as counselors use this program to: facilitate group activities; assist students to learn group decision-making skills; practice teamwork to produce a product; build self-confidence and promote self-esteem as the student becomes the creator of an original design; reward goal achievements with time to use the program.

Print Shop can be a popular and unique dimension to a counselor's affective education programs. When you explore this software, you will find it fun, easy to use, and very versatile. The hardest thing about **Print Shop** is deciding what you want to make next!

PRINT SHOP EXPANDERS

Publisher: Broderbund Software, 17 Paul Drive, San Rafael, CA 94903

Author: D. Balsam, and M. Kahn—Print Shop Graphics Library I, II, II, and Holiday Edition;
Roland Gustafsson—Print Shop Companion

Cost: Apple II+, IIc, IIc+, IIe: Graphic Library, $24.95; Companion, $39.95
Apple IIGS, Graphic Library, $34.95; no Apple IIGS Companion available
IBM PC/Tandy: Graphic Library, $34.95; Companion, $49.95
Commodore 64, 128 and Atari 400, 800 XL, XE: Graphic Library, $24.95; Companion, $34.95

Hardware: See above

Setting: Home, school, community, business

Reviewer: Helen O'Donnell, Counselor, Northampton School District, Northampton, MA

The **Print Shop** expanders described in this review require compatibility to your computer system and use with your original **Print Shop** program when actually set up in the computer.

As the user progresses through the **Print Shop** program, at certain times the menu asks for a selection: "by picture, by number, from another disk." To use the Graphic Library or Companion, the user must select "from another disk." Directions are then given based on whether the user currently has access to a one or two disk drive system.

Each **Print Shop Graphics Library** adds 120 new graphic elements to the limited assortment on the original **Print Shop** disk. Disk I has a wide variety of useful symbols for holidays, special occasions, sports, games, school programs, zodiac signs, animals, and more. Disk II includes symbols for hobbies, occupations, travel, music, health, and more. Disk III starts with a whole zoo of animals and includes business symbols, international signs, Christmas graphics, and myth/fantasy designs. The Holiday Edition has graphics for 26 holidays including Easter, Christmas, Hanukkah, and the New Year in addition to new type fonts, borders, and full panel designs.

Print Shop Companion adds new power, creativity, and flexibility to the original **Print Shop** program. It adds 12 new typestyles, 50 new borders, and many new background designs. There is an enhanced graphics editor with special drawing tools that allows users to create new designs or to clip graphics from other programs, change them, and then save them for use with **Print Shop**. The Companion Font Editor allows for easy modification of existing fonts, and for designing of original fonts, logos and mastheads, and has a calendar maker with both weekly and monthly formats. (The flip side of the color **Print Shop** program updates Companion software for color capabilities. See manual for specifics.)

The **Print Shop Graphics Library** Series and **Print Shop** Companion are valuable additions to **Print Shop**. They expand the uses, choices, and capabilities of the original program and are worth the purchase price.

READABILITY PROGRAM

Publisher: Scandinavian PC Systems, Inc., 51 Monroe Street, Suite 707A, Rockville, MD 20850
Author: Roland Larson
Cost: $59.95
Hardware: IBM PC, AT, XT, or IBM compatible computer with at least 256K
Setting: Anywhere word processing is used
Reviewer: Robert Hoover, Graduate Assistant, University of Toledo, Toledo, OH

The **Readability Program** was evaluated on a Leading Edge Model D (IBM compatible) with two floppy disk drives, an internal hard disk, a color monitor, and an Epson dot matrix printer. The program was run in both the floppy and hard disk drive modes. Installation of the program in both modes is a painless and uncomplicated process. The user target population for this program is anyone who uses wordprocessing for their writing, which includes counselors in most settings.

Readability is a program which checks three components of written text: the length of words, length of sentences, and what the author calls "mortar" and "bricks." "Mortar" is the occurrence of the 450 most frequently used words in the English language, and "bricks" are all of the "non-mortar" words that are used to convey information in the text.

The **"Readability index"** is computed as a variation of two formulas which have long been used to assess **Readability** -- the Gunning Fog Index and the Recalculated Flesch Score. Documents are compared to the user's choice of nine different styles of writing to see how the document to be analyzed compares to the level of sophistication (or simplicity) of that style of writing. A graphic "style diagram" gives the percentage of sentences in the document which match each style of writing. The styles for comparison include informal, formal, and technical, as well as styles for young and older readers. The user's writing is compared to the writing of Mark Twain and other well-known authors. Areas of the graphs (with a "teardrop" area of good writing) represent nine different types of sentences. These range from the simple, normal, and narrative to the wordy, complicated, and pompous. With a little time and energy spent here, users can reshape their writing to match what is given as representative of good samples of their chosen style of writing.

Text file needs to be converted to an ASCII file for analysis. This proves to be a time-consuming inconvenience. The conversion alone is not difficult, but selecting parts of the text to be excluded from the analysis (e.g., headings and references) can be bothersome. This process is necessary to prevent the program from including unwanted text in the **Readability** calculations for the document. The results of the analysis are rapid and impressive, but a careful preparation of the file is necessary for an accurate reporting of results.

Results are reported in a variety of graphic and text displays. There are, in all, 16 results displays and a choice of nine analysis patterns. The user can choose from displays of "Sentence Analysis," "Word Analysis," "Sentence Profile," and "Summaries." "Style Diagrams" require practice for understanding the interpretation, but are worth the effort once learned. Hints and tips are available with every display (at the touch of a function key) which advise the user on how the writing may be improved. All results or analysis screens can be easily printed for hard copy reference.

Readability is very well organized in its presentation and clear in its user options. It is entirely menu-driven but it isn't always clear whether numbers on the menus are function keys or numeric characters. Execution of the options is rapid. On-line help, available at all times, is a handy feature for remembering all of the different analysis options available. There are a few spelling errors in the program which is a bit disconcerting for a program about good writing, and a screen of "welcome back to the **Readability program"** when you exit. On a color monitor, both graphic and text displays utilize the color capabilities to full advantage.

Screen format for presentation of the material is appealing and comfortable to view. The program fully utilizes the capabilities of the computer for tasks that would be too cumbersome to do by hand (and thus probably would never be done). This program represents an excellent example of the utility of the personal computer.

The documentation accompanying the program is quite helpful (albeit unwieldy at times), as well as necessary for a full understanding of all the program capabilities. Tutorials assist the user in the not so small task of navigating through the many functions of the program. The sections of the manual on what comprises clear and readable writing would be helpful for all persons who write, whether or not they are going to use the program.

Readability does not analyze grammar and syntax, and was not developed for that purpose. For personal and technical writing, counselors can probably benefit from the analyses and comments **Readability** provides. Students can avail themselves of **Readability** as a kind of computer writing tutor.

The program is not copy-protected.

RIGHTWRITER 2.1

Publisher:	RightSoft, Inc., 2033 Wood Street, Suite 218, Sarasota, FL 33577
Author:	Unavailable
Cost:	$95.00
Hardware:	IBM PC or compatible
Setting:	Any
Reviewer:	Diane L. Kjos, Professor, Governors State University, University Park, IL

Rightwriter was evaluated on an IBM/XT with two floppy drives and an AT&T 6300 with one floppy drive. This software is an automatic document proofreader and writing style analyzer. Intended as an aid for business and technical writing, it has application for other writing activities as well.

Rightwriter assists its user in creating strong, clearly written documents. It analyzes a word processing document and creates a mock-up copy of the document. This mock-up copy includes suggestions on how to improve the writing style. **Rightwriter** can comment on 44 different areas. **Rightwriter** customizes the comments to apply to the specific document. For example, comment one identifies a phrase that may be wordy, redundant, or incorrect and suggests an alternative phrase.

A summary produces an overall document critique. It provides a reading grade level index, an index for the strength of delivery, and comments on the usage of jargon. The summary contains a sentence structure analysis with suggestions for improving structure. The summary ends with a list of words to review. These are frequently misused words, uncommon words, misspellings, negative words, slang, and jargon. You may choose an option which produces a word frequency list. This lists all of the words in the document along with the number of times each word appears in the document. I find this option useful in creating an index for a document.

Rightwriter calculates the reading grade level using the Flesch-Kincaid formula. This formula gives the level of education a reader should have in order to understand the writing. The range is from the first grade level (1.0) to totally unreadable (50.0).

Rightwriter measures strength of delivery on a scale of 0 to 1. The user's guide suggests that a strength score of .50 or greater is appropriate for technical writing. The user receives suggestions for making the writing more direct when the score is below .50. There are 11 possible messages in this segment. **Rightwriter** may suggest that you use less wordy phrases, more positive wording or fewer weak phrases.

The descriptive index is a measure of the use of adjectives and adverbs. The range is also from 0 to 1. A very low score reflects terse, choppy writing. Writing that receives a high score would be highly descriptive with many modifiers. Either extreme might suggest changes.

If you use many technical words or words related to a specific profession, you would get a high jargon score.

Fifteen messages form the basis of the sentence structure analysis component of the summary. These messages concern repeated patterns in the writing. **Rightwriter** may note, for example, that many sentences start with pronouns and suggest that you try using other sentence starts.

Rightwriter works with most word processing programs. I used it with WordStar 3.2, WordPerfect 4.2 and 5.0. One can compare the mock-up with original copies and quickly make any changes using windows in WordPerfect.

The user's manual is clear and accurate. A path command in the autoexec file is needed in order to use **Rightwriter** from another directory. I did not read the installation instructions carefully and missed this fact. I phoned RightSoft for help, and received quick and friendly assistance.

I highly recommend **Rightwriter** to anyone who would like to improve the quality of their writing. Incidentally, **Rightwriter** rated the readability index of this review at 8.19. The strength of delivery index is .72. Rightwriter suggests I consider using more predicate verbs.

WORDPERFECT 5.0

Publisher: WordPerfect Corporation, 1555 N. Technology Way, Orem, UT, 84057
Author: WordPerfect Corporation
Cost: $250.00
Hardware: IBM PC and compatibles, Amiga; Apple IIc, IIe, IIGS; Atari ST; Macintosh
Setting: Anywhere word processing is used
Reviewer: Jan La Forge, Program Consultant, Wright State University, Dayton, OH

The **WordPerfect 5.0** word processing program is excellent. Besides an excellent full support staff helping with manifest problems in using the program, **WP 5.0** comes with a tutorial program and a workbook to help new users learn the program.

WP 5.0 can help counselors and human service agencies in a number of ways. First, **WP 5.0** is convenient for memos, letters, correspondence, and other common word processing uses. WP features lend themselves readily toward producing newsletters or other general information to be shared with current and former clients. In addition, form letters or other standardized agency forms, depending upon printer capabilities, can easily be constructed with the special Forms feature. The document is formatted according to paper size and saved for future use. Some progress notes and records can be stored on disk for periodic review. Several entries can be combined to form a Master Document. The Merge feature helps produce personalized mass mailings, mailing labels, contracts, and many other kinds of documents. The Outline feature provides numbered paragraph levels which change automatically when edited, and the Sort feature enables client records to be put in chronological order by name, zip code, type of problem, or diagnosis.

WP 5.0 has a number of nice printing features. You can preview a document on screen and see exactly how it will look when printed. This preview option allows you to see up to two pages either 100% or 200%. **WP 5.0** allows you to print documents with a binding feature which shifts text to right on odd numbered pages and left on even numbered pages. This allows you to bind your own documents.

Special Features include text and graphics that are integrated together. You can have the text wrap around the graphics box, rotate the graphic, increase or decrease the size of the image and change the shading. Included in the software are 30 predesigned graphics. In addition, **WP** supports several graphics programs which can be used to create your own pictures or images in the document. Line Draw allows you to draw boxes, graphs, borders, and other illustrations using special line draw characters. Graphics can also be used to develop visual images for presentations and meetings. There is an extensive multinational character support which allows you to create special characters using the Compose feature. This is useful when using foreign characters or symbols in documents. Other nice features are Speller which checks spelling, double word usage, and words with numbers. You can create your own dictionary that contains words you normally use. Thesaurus feature finds words with the same or similar meaning and lists a few antonyms. This helps add variety to your writing style. Automatic Backup has two options: an 'automatic timed backup' where you select how frequently you want your files backed up, and an 'original backup' which backs up the original file every time you replace it with the file on the screen. Macros feature has been enhanced and has the flexibility of a programming language. This feature allows you to save time by recording a number of keystrokes and recording them precisely upon hitting just one key, or a combination of two keys.

The Document Summary is also a nice feature which allows you to manage files by creating a summary which lists system file name, date, file name, subject, author, typist, and comments. Footnotes/Endnotes automatically numbers footnotes and endnotes, placing footnotes on the same page as the note number and compiling endnotes at a place of your choice in the document. Locked Documents is important for client confidentiality as it allows you to lock your document with a password so no one else will be able to retrieve or print the file. The Math feature is useful for billing and any other numerical calculations. Undelete saves the last three deletions thus providing a margin of safety to enable you to recover information you may have inadvertently deleted. Widow/Orphan prevents the first line of a paragraph from appearing by itself on the last line of a page, or the last line of a paragraph appearing by itself on the first line of a page.

In summary this is an excellent program with many uses. The more you use it the more uses you will discover. It's easy to learn and has an excellent support staff for possible problems encountered in setting up or using **WordPerfect 5.0.**

WORDPERFECT LIBRARY, VERSION 2.0

Publisher:	WordPerfect Corporation, 1555 N. Technology Way, Orem, UT 84057
Author:	WordPerfect Corporation
Cost:	$129.00
Hardware:	IBM PC and compatibles; Amiga; Apple IIc, IIe, IIGS; Atari S; Macintosh
Setting:	Counseling agencies, schools, universities, private practices
Reviewer:	Jan LaForge, Program Consultant, Wright State University, Dayton, OH

WordPerfect Library is a utility program designed to enhance office productivity. It is made up of six integrated programs; Shell, Calculator, Calendar, File Manager, Macro/Program Editors, and Notebook. All of the programs are fully compatible with other WordPerfect programs, WordPerfect 4.2 and 5.0; DataPerfect; and PlanPerfect.

Shell is the menu interface for **Library** that allows the user to switch back and forth between programs without exiting. It also permits several programs to be put into memory simultaneously, depending upon the memory capacity of your machine. Shell facilitates the transfer of information from one program to another, and monitors the amount of memory in use.

Shell comes equipped to run all of the Library programs, WordPerfect, DataPerfect, and PlanPerfect. Users can add additional programs to the Shell menu. Submenus can be created to group similar programs together thus making large numbers of programs more manageable. Another program feature allows one to keep track of time spent and the number of keystrokes for each project/client or program used. This is useful when keeping records on the amount of time spent on specific projects or client. It also useful in estimating how much time is spent in different job functions to promote time management improvement..

Calendar is my favorite **Library** program. Calendar keeps track of time schedules and appointments by displaying a month at a time. There are three windows in which to write memos, schedule appointments, and prioritize "to do" lists. Memo allows the user to write notes to him/herself (e.g., birthdays and anniversaries). Appointment allows the user to list engagements, then set an alarm that will beep and flash a message when that date arrives. This reviewer finds To-Do extremely useful. Items listed in the To-Do list are prioritized by the user. Uncompleted Tasks are carried over to the next day's "To-Do" list.

A particularly nice feature of the To-Do window is the Auto-Date. This function automatically writes memos, schedules appointments, and establishes To-Do lists. This is a useful way to keep track of the tasks needing to be done on a regular basis (e.g., agency board meetings).

Notebook organizes information and records such as names, addresses, phone numbers, and inventories. Information is entered either in a single line format or index card format. This program interacts closely with WordPerfect 4.2 or 5.0 because it is stored as a WP secondary merge file which allows easy transfer of information such as addresses. If the user has a modem, Notebook can also be used to dial phone numbers.

File Manager alphabetically displays files and directories along with the date, time, and size. Files can be deleted, moved, displayed, renamed, viewed, and copied without returning to DOS. A marvelous feature of File Manager is its ability to perform a particular File or Word Search matching a certain pattern, such as a name or several words put together. This is particularly useful when trying to locate an item when the user can't remember which file it is in.

Calculator performs math, trigonometric, scientific, financial, statistical, and programming functions in a tape display format on screen. Calculations can be printed, moved to another program, or saved in a file.

Macro/Program Editor creates and edits macros in WordPerfect programs. On large macros this program saves time because the user doesn't need to redefine the entire macro. The Program Editor allows the user to edit and create text, ASCII, batch, and program files.

Library provides strong customer support with a toll-free number for dealing with potential problems. The tutorial program with each program is clear and simple to use, enabling efficient mastery of the **WP Library** program.

In summary, **Library** is a useful program for time and computer file management. I find it particularly useful for scheduling meetings and keeping appointments. The To-Do list is handy for keeping track of things needing to be done. Notebook allows easy access and transfer of addresses and phone numbers when writing or calling clients.

Outlook on Computers in Counseling

Garry R. Walz and Jeanne C. Bleuer

Garry R. Walz, Ph.D., is Director of the ERIC Counseling and Personnel Services Clearinghouse and Professor of Higher and Adult Continuing Education at The University of Michigan. He is a past chair of the Department of Guidance and Counseling and the director of numerous funded research and development projects and training institutes in counseling and human services. A prolific author, he has also served as President of the American Personnel and Guidance Association and the Association for Counselor Education and Supervision. He was honored in 1988 as a Distinguished Scholar by the Chi Sigma Iota and was previously awarded the Kathleen and Gilbert Wrenn Humanitarian Award. His current writing and research interests include career development, training and development programs, marketing of human services and futurism.

Jeanne C. Bleuer, Ph.D., is the Associate Director of the ERIC Counseling and Personnel Services Clearinghouse at The University of Michigan and an adjunct assistant professor in counselor education at The University of Toledo. She has been a counselor, teacher, and researcher/program evaluator in a variety of educational settings including elementary and secondary schools, community agencies, and residential treatment centers for dependent/delinquent youth. Her special areas of interest and expertise are measurement and evaluation, the use of computers in education and counseling, and the counselor's role in facilitating student achievement.

Over the past six years, we have been involved in a variety of activities focused on the use of computers in counseling: planning and conducting workshops, preparing and editing publications, and providing consultation to professional association groups and local school districts. For the past two years, managing the logistics of Counseling Software Review Board activities has occupied a major share of our time and attention. Out of these experiences has evolved a perspective on the use of computers in counseling that is probably unique in the profession, one we would like to share with you in this section. We feel that, our work on the *Guide*, in particular, has provided us insights on significant trends and developments and has helped us to identify areas that are worthy of further attention and development.

Trends in the Literature

With the ERIC database always just a modem or a CD-ROM drive away, it is only natural for us to turn to the counseling literature for new insights and/or evidence to support our hypotheses. By examining the number of entries in the ERIC database for any given year—both ERIC documents (RIE) and journal articles (CIJE)—and comparing this number with other years, it is possible to note in a general way whether interest in a professional topic is on the upswing, remaining constant or diminishing. Our analysis of the database for all entries indexed for "counseling or guidance" and "computers or microcomputers" reveals the following:

Year	Number of ERIC Journal and Document Entries
1983	35
1984	38
1985	43
1986	37
1987	30
1988	8 *

*Projected from September

There is an interesting upward and downward progression in the data with a high point for the number of entries into the system reached in 1985. Interestingly, the decline after the '85 peak is more precipitous than the rise prior to 1985 and dramatically drops off in 1988. A review of the content of the articles suggests that, in the early '80s, authors tended to focus on the potential role of computers in counseling with an exploration of both the promises and the threats. Authors' stances ranged from strong advocacy to serious caution, particularly in terms of ethical concerns. In the mid-80s, attention shifted to a general acceptance of the computer with a focus on training counselors to become computer literate and helping them develop strategies for infusing computers into their existing programs and practices. For the past two years, many of the articles have concentrated on the practical application of computers in counseling and on ethical issues of how computers can best be handled in the profession.

Trends in Conference and Convention Programs

Quite interestingly, this pattern of attention to the use of computers in counseling is also reflected in the number of computer-related sessions at professional conferences and conventions. The following summary of AACD sessions for the same period of years illustrates our point:

Year	Number of Computer-Related Sessions
1983	5
1984	5
1985	15
1986	7
1987	7
1988	7

Again, there is a peak in 1985, but both the rise and the fall are much more dramatic than in the literature. In 1983, almost all sessions focused on computerized career guidance systems. In 1984, the exploration of a broader role for computers began, leading to a wide variety of uses and settings being addressed in 1985 and 1986. Research and evaluation reports began to appear in 1987 as did sessions devoted exclusively to overviews of computer software availability.

Perspective on the Present

If we were to base a judgment purely on quantitative data, we would have to conclude that interest in computers has all but died and that a publication devoted to counseling software would not be a hot item. Our qualitative assessment of the situation, however, tells us that this is definitely not the case. First, we recognize that editors and program selection committees are the "gatekeepers" who determine what articles get published and what programs make up a convention. Their decisions are based not just on their sense of professionals' interest in or need for information on a particular topic, but on many other factors, such as availability of quality manuscripts and proposals, relative priority of other emerging issues, and the extent to which a "vein" has already been "mined." In the case of computers in counseling, we suspect that, until major empirical research has been conducted on the impact of computers on counseling outcomes, there is little interest in further speculation regarding their potential uses and value.

A second important factor is that, while counselors' interest in computers per se appears to have diminished, their interest in and need for information on computer software is on the upswing. This observation is based on: 1) a record of the types of information requests we get at ERIC/CAPS; 2) the rapid growth and steadily increasing demand for Santa Clara County's *Guidance and Counseling Directory of Microcomputer Software*; 3) the exceptional popularity of software-focused program sessions at both the 1987 and 1988 AACD conventions; and 4) the enthusiastic response to the idea of a Software Festival for the 1989 AACD convention.

To summarize, we feel that: 1) the quantitative data signal a gap in resources that meet counselors' computer-relevant needs, not a drop in their use of or interest in computers; and 2) the qualitative data suggest that, at the present time, counselors' greatest computer-relevant need is for information about counseling relevant software. These conclusions are further supported by the following observations regarding the present use of computers by counselors:

1. **Counselors possess basic computer skills.** Today, in contrast with only a few years ago, counselors are familiar with computers. Almost all counseling and student services programs include counselors who regularly use computers; and even counselors who do not personally make use of computers are aware of their potential. Therefore, their need is not for training, but for practical resources (software) and creative ideas on how to use their skills.

2. **Counselors' access to computers, although still not extensive, is increasing. Most counselors have access to at least one computer.** However, seldom are large banks of computers available for students or clients to use at their own convenience as they are, for example, in curriculum areas such as math and science. Here, again, what counselors need most is an awareness of software availability so that they can put in budget requests for items that can enhance their use of computers.

3. **Commercially developed computer-assisted career guidance programs are a growing feature of counseling programs.** Both student users and counseling staffs report high satisfaction with computer-assisted career guidance programs. Financing, however, remains a problem. This makes it particularly important for counselors to be aware of lower-cost alternatives, such as less sophisticated or single-purpose software programs.

4. **Counselors greatly appreciate the use of computers for correspondence and record keeping.** Counselors who use computers speak with pleasure about how computers help them to maintain better student/client records, enhance their communication with students and parents, and better organize their resource files. Just a few years ago, only counselors who took the time to develop word processing, spreadsheet, and database management skills could take advantage of the computer's capabilities in these areas. Now, however, there is a wide variety of user friendly software that has been customized specifically for counselors to use in streamlining their administrative tasks.

5. **Counselors use computers in piecemeal fashion.** The process by which computers are adopted and utilized within a system varies and frequently defies logical understanding. Seldom are specific reasons identified for the acquisition and use of computers; and frequently the motivation is that since they are out there and "a good thing," the counseling program should explore the best ways to use them. Often, one or two people take the initiative and plan computer usage around their own interests and biases. What may result is the heavy use of computers in one area, e.g., student record keeping, and almost no use of them in other areas, e.g., personal counseling. This guide can help more counselors become aware of the wide variety of counseling software that is available and have greater input into decisions about how computers are used in their counseling programs.

6. **Availability of money and resources is not necessarily correlated with imaginative and effective use of computers in counseling.** Just as money is only one of many important variables in determining the effectiveness of schools, plentiful budgets that provide for extensive hardware and software purchases are only indirectly associated with how extensively and how well computers are used in counseling programs. In some cases, large amounts of equipment and resources have overwhelmed counseling staffs. As a result, counselors may lose interest in and even develop an aversion to computers. In contrast, in many less wealthy programs, adversity has motivated counselors to make the best use of computers on a limited budget. This guide can help these counselors become even more aware of the variety of relatively low-cost programs that are available.

7. **Effective use of computers in counseling is tied to leadership.** Research has shown that the commitment and persistence of one or more counselors to the adoption and use of computers within a counseling program is essential to their effective use. Often a single individual has worked to establish particular goals for the use of computers within a program, taken personal responsibility and initiative to work toward those goals, and been willing to assume both personal and professional risks to achieve them. Clearly, the effective use of computers by counselors is not bought, but led, and the inspired and persistent counselor, whatever his/her position, is an all-important must if computers are to be used in the counseling profession in other than showcase fashion. This guide can provide valuable resource support for such leaders.

8. **Counselors find it difficult to locate and obtain suitable software.** Counselors universally express frustration at their inability to obtain software which is both relevant to their needs and of high quality. Often counselors must be content with a "homemade" program or adapt software intended for other uses. Because counselors' budgets are limited, they often refrain from purchasing a particular software program until someone they know has endorsed it. While this strategy may provide a satisfactory basis for selecting software, it hinders the timely identification and use of new and significant software by counselors. A particularly unique and useful feature of this guide is that it contains both descriptions and, for a selected set, in-depth reviews of software—reviews that have been written by other counseling professionals. Hopefully, this will be just the beginning of this valuable process, and future versions of the *Guide* will be developed that provide reviews of a larger portion of the more relevant programs.

Characteristics of Ideal Counseling Software

The U. S. Department of Education has recently devoted great energy to publishing materials on What Works—straightforward prescriptions for teachers on teaching practices that work in the classroom. Is there a What Works in computer software for counselors? Not totally! However, by combining insights from the different Topic Coordinators and our analysis of the literature plus our own experience in working with counselors from around the country, we suggest that there is at least a beginning set of criteria. Basically, the ideal counseling software program would have the following features:

1. **It would provide detailed, accurate advice about hardware requirements** (e.g., capacity, printer support, type of monitor, graphics card) and clear instructions on how to install and/or start the program. Not all counseling programs have resident computer experts. A poorly documented program can easily collect dust on a shelf and become outdated before someone gets up the courage to open the user manual.

2. **Versions would be available for both IBM PC/compatibles and the Apple series of computers.** Many counseling programs have acquired their computers over a period of time and are likely to have a "blended family" of computers, with various types dedicated to specific uses. Flexibility to choose programs to use on whatever type of computer they have available would greatly increase counselors' ability to design a comprehensive computer-assisted counseling program.

3. **Increased trial and/or rental options would be available.** Because many software programs are quite expensive, counselors must choose wisely; and only a trial will provide the information they need to make decisions that are as error free as possible.

4. **The publisher would provide frequent revisions and updates at no, or minimal, cost to the original purchaser of a program.** Such revisions/updates are particularly useful if they are based on a careful analysis of user feedback.

5. **Students/clients would be able to complete the program, or at least stand-alone segments of it, within a 50-minute time period.** This feature greatly extends a program's utility for use in counseling sessions and classes.

6. **The program would make regular use of attractive graphics (images and colors).** Book publishers know the value of attractive formatting and illustrations. Software publishers need to be equally responsive to visual attractiveness and eye pleasing features.

7. **The program would capitalize on the interactive and user involvement potential of the computer.** Give and take programs have a decided advantage over programs that seemingly only "take" from the user.

8. **The program would enable the user to back up and change answers and move between sections.** This flexibility is particularly important for students or clients who are insecure or easily frustrated.

9. **An option for printed feedback and the ability to save information for the next session would be provided both for the counselor and counselee.** A hard copy printout can provide useful information for the counselor's files and can be a stimulus for discussion between counselor and client.

10. **The program would minimize the consequences of errors.** Getting "bombed out" for minor errors, such as hitting the return key at the wrong time, can be terribly frustrating. Since many of the more common errors are predictable, programmers should be able to compensate for them.

Obviously, this list could go on and on. Each counselor should compile his/her own profile of a computer software "what works." The set of rating criteria presented in Appendix C can stimulate additional areas to consider. The list will undoubtedly change with time, but having it will lead the counselor to make wiser choices than using a random, hit or miss, approach.

Perspective on the Future

Prophesizing the future may be fun, but it is doubtful whether very much good comes from it. What we would like to offer, then, are several thoughts on a preferred future for the use of computers in counseling. Thus, these are not so much prophecies, but goals toward which we, as a profession, might wish to direct our efforts.

1. **Greater attention will be paid to careful and systematic planning for the use of computers in counseling.** As counselors become more familiar and comfortable with the use of computers, the anxiety and fear associated with their introduction will be lessened. Counselors will become even more accepting of computers than they are now and will devote serious attention to exploring and evaluating their use and misuse.

2. **Various counseling functions will become increasingly interrelated as a result of the use of computers.** Initially, the use of computers was confined to single tasks, and they were frequently isolated or set apart from ongoing counseling activities. In the future, group counseling, computerized assessment, and self-management learning will be organized into a systematic approach with the help of computers. Depending upon the availability and quality of both hardware and software resources, counselors will design comprehensive programs of service that employ various types of computer applications, each selected because it is particularly appropriate for a given counseling function. The weaving of these different components together will result in a synergistic effect that produces significant outcomes for both counselors and counselees.

3. **Counselors will increasingly demonstrate more imaginative and innovative uses of computers in counseling.** In the future, counselors will be freed of many of the previous restraints which hampered them in obtaining adequate information regarding hardware and software. This, coupled with their new and highly developed skills in the use of computers, will allow them to think more imaginatively both about their role as counselors and how they can better help their counselees through the use of these powerful tools.

4. **Counselors will make regular use of a centralized source of review and evaluation of counseling-relevant software.** With the establishment of the AACD Counseling Software Review Board and the publication of this guide, counselors will no longer be dependent upon their own efforts to locate and choose appropriate software. This guide will greatly enhance counselors' ability to select software that fits a particular need, thereby making the software more of a programmatic element and contribution than an isolated resource.

Appendix A: Contact Addresses and Programs

AAVIM—American Association for Vocational Instructional Materials
120 Driftmier Engineering Center
Athens, GA 30602
(404) 542-2586

Gradebook Plus
Super Grade Book
Teaching Assistant

Academic Counseling and Evaluation
Attn.: Michael Wilson
6007 Carolina Circle
Stockton, CA 95209
(209) 957-7541

Computerized Inventory of Basic Skills (CIBS)

ACT—American College Testing Program
Attn.: Sheri Vincent
230 Schilling Circle
Hunt Valley, MD 21031
(301) 584-8000 or (319) 337-1031
or
ACT—California
Attn.: Maria Mejorado
710 Howe Ave., Suite H-58
Sacramento, CA 95825
(916) 921-2323
or
ACT—Educational Services Division
P.O. Box 168
Iowa City, IA 52243
(319) 337-1037

College Search
DISCOVER for High Schools
DISCOVER for Junior High and Middle Schools
DISCOVER for Colleges and Adults
FACT: Financial Aid Counseling Tool

Activision Home Computer Software
Box 7287
Mountain View, CA 94039
(415) 329-0500

Little Computer People Discovery Kit

Advanced Process Laboratories
Attn.: Christine Erkman, Vice President
5084 S. 135th St., Suite 2
Omaha, NE 68137
(402) 896-1334

S.N.A.P.—Student Need Advisor Program

AGS—American Guidance Service
Attn.: Joyce Lawrence
Publisher's Building, Woodland Road
P.O. Box 99
Circle Pines, MN 55014-1796
(612) 786-4343 or (800) 328-2560

Career Decision-Making System
Kaufman Assessment Battery for Children (K-ABC) Assist
Micro Career Decision Making System
Vineland Assist

American Testronics
P.O. Box 2270
Iowa City, IA 52244
(800) 553-0030

Career Surveys

Applied Educational Systems
P.O. Box 2220
Concord, NH 03301
(603) 225-5511
Administrative Answer

AS/TECH—Administrative Software Technology, Inc.
Attn.: Robert Hyde
P.O. Box 5126
Bend, OR 97708-5126

Attendance System
Club Accounting System
Primary Attendance System
Primary Grading System
Scheduling/Grading System

Blue Chip/Britannica Software
185 Berry St.,
San Francisco, CA 94107
(415) 546-1866

Managing for Success

Broderbund Software
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San Rafael, CA 94903
(415) 492-3200

Print Shop
Print Shop Expanders

Business and Professional Software, Inc.
143 Binney St.
Cambridge, MA 02142
(617) 491-3377

Overhead Express

Cambridge Career Products
Attn.: E. Ty Gardner, Ph.D.
One Players Club Dr.
Charleston, WV 25311
(304) 344-8550 or (800) 468-4227

Alcohol and Health
Assertiveness Training
Barron's Computer SAT Study Program
Bursar
Career Directions
Career Management Partner
Career Planning System (CPS)—Short Version
Career Scan IV
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CCAPP: Computerized Career Assessment and Planning Program
CCIS: Computerized Career Information System
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College Board SAT Exam Preparation Series
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Corporation Job Game
Counselor Log
Employability Inventory
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Expectations on the Job
Exploracion de Carreras
Financial Aid Scan IV
Finding and Following Up Job Opportunities
First Day on the Job
Gradebook Plus
Graduation Dilemna
Health Risk Appraisal
Job Applications: Answering the Employer's Questions Job Stress and Burnout
Job Hunting Skills
Job-O
Job Readiness Computer Programs
Job Search
Jobs in Today's World
Life and Career Planning: The Future is Yours
Living With Your Paycheck
Major-Minor Finder, The
MART: A Guide for the Prevention of Management Stress
Mastering the SAT/ACT/GRE

Micro Art of Interviewing
Micro Guide to Careers Series
Military Career Sort
Occupational Interest Matching
On-the-Job Communication
Personality Profile
Peterson's Career Planning Service
Please Understand Me
Resume: Presenting Yourself in Writing, The
Resu-Riter
Right Resume Writer I
Right Resume Writer II
SASS
SAT/ACT Skills Series
Scholarships Today I and II
School Attendance Manager
School/Community Scholarship Planner
School Discipline Manager
Stress and the Young Adult
Stress Management
Successful Interviewing
Values Auction
Vocational Interest Profile Report (VIPR)
Who Am I?
Work Series
Your Personal Habits for Job Success
Your Work Habits for Job Success

Career Aids, Inc. (Now merged with Opportunities for Learning)
20147 Nordhoff St., Dept. W
Chatsworth, CA 91311
(818) 341-8200

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Drug Abuse
First Day on the Job
From the Beginning—Menstruation
Health Risk Appraisal

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Job Hunter's Survivors Kit
Job Stress and Burnout
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Micro Art of Interviewing
Microtest
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On Becoming a Hero
On-the-Job Communication
Parent Reporting
Personality Profile
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Puppet
Reporter
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Resumes Made Easy
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Self Exploration Series
Sexually Transmitted Diseases
Stress Mangement
Successful Interviewing
Total Stress Management System
Values Auction
Values Clarification Series
Venereal Disease
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Winning Combination
You and Others Series
Your Personal Habits for Job Success
Your Work Habits for Job Success

Career Passport Associates
Attn.: Ernie Hickson, President
1505 Arroya Manor Drive
Redding, CA 96003
(916) 221-2948

Career Passport

Career Research Corp.
65 W. Gordon Ave.
Salt Lake City, UT 84107
(801) 266-1441 or (800) 562-7267

Choice Business and Office Series

Careers, Inc.
1211 10th St., SW
P.O. Box 135
Largo, FL 34294-0135
(813) 584-7333 or (800) 922-7337

Career System 2000
Counselor Log
High School Course Planner
Letterwriter for Job Seekers
Resume Processor
Self Exploration Series

CBS Interactive Learning/Holt, Rinehart and Winston
Attn.: Lynn Van Alstyne
1 Fawcett Place
Greenwich, CT 06836
(203) 622-2783

Guidance Counselor: Careers
Guidance Counselor: College Search
Guidance Counselor: Financial Aid
Managing for Success Series
Mastering the ECAT: English Composition
Rapid Recall

(CDS) Career Development Software
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207 Evergreen Drive
Vancouver, WA 98661
(206) 696-3529

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College Directions
Corporation Job Game
Cover Letter
E.S.P . . . The Basics of Leadership and Supervision
Four Stages of Interviewing
Graduation Dilemma
Interview Scenarios
Managing to the Top
MART: A Guide for the Prevention of Management Stress
Micro Art of Interviewing
Micro Guide To Careers Series
Micro Job Search Tool Kit
Please Understand Me
Right Job Application
Right Resume Writer I
Right Resume Writer II
Scholarships Today I and II
Setting Career Goals the Micro Way
Skills of the Future

Study Skills and Job Success
Values Auction
Work Activities Inventory
Why Stay in School?

CFKR Career Materials, Inc.
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Meadow Vista, CA 95722
(916) 878-0118 or (800) 553-3313

Career Exploration Series
E-WOW
High School Career Course Planner
Job-O
Major-Minor Finder, The
Occupational Outlook on Computer
Voc-Tech Quick Screener

Chancery Software, Ltd.
545 108th NE #6
Bellevue, WA 98004
or
1120 Hamilton St. #200
Vancouver, BC, Canada V6B 2S2
(604) 685-2041 or (800) 663-8831

Mac School

Chronicle Guidance Publications, Inc.
Aurora St. Extension
P.O. Box 1190
Moravia, NY 13110-1190
(315) 497-0330 or (315) 497-0472

C-LECT
C-LECT Jr.
College Finder

CIASA—Career Information and Software Associates
Attn.: Marilyn Maze
2017 Cedar Street
Berkeley, CA 94709
(415) 849-4203 or (415) 644-2771

Career Finder
College Finder
Handwriting Analyst
Letterwriter for Job Seekers
Master Budget Calculator
Micro-Skills I and II
Resume Processor

412

CIS—Career Information System
1787 Agate Street
Eugene, OR 97043
(503) 686-3872

High School Course Planner
Micro EUREKA/CIS

Clancey, Joseph C., Ed.D.
97 Manchester Rd.
Newton Highland, MA 02161
(617) 969-2614

Software and Resources: A New Data Base

Claris Corporation
440 Clyde
Mt. View, CA 94043
(415) 9060-1500

Appleworks

Clinical Interviews
P.O. Box 69
Willard, NY 14588
(607) 869-5955

Clinical Interviews

CMA Micro Computer
55888 Yucca Trail, Box 2080
Yucca Valley, CA 92286-2080
(619) 365-9718

Attendance Program
ES/2
Megamaster

College Board Publications
45 Columbus Ave.
New York, NY 10023-6992
(212) 713-8000

College Explorer

Computer Concepts, Inc./The Guidance Shoppe
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2909 Brandemere Drive
Tallahassee, FL 32312
(904) 385-6717

Accountability Plus
Accountability Series
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Career Search
Counselor's Notebook
Job Hunter's Survival Kit
Planning Guide
Print-A-Banner
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Computer Resources Incorporated
Barrington Mall
Barrington, NH 03825
(603) 664-5811
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Computer Using Educators (CUE) Softswap
P.O. Box 271704
Concord, CA 94527-1704
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Silver Spring, MD 10910
(301) 589-1800
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Conduit Educational Software
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The University of Iowa, Oakdale Campus
Iowa City, IA 52242
(319) 335-4100
School Transactions: Teachers, Students, Parents
Slide Projector

The Conover Company, Ltd.
Attn.: Terry Schmitz
P.O. Box 155
Omro, WI 54963
(414) 685-5707
Career Directions
CPS: Career Planning System
CPS: Career Planning System—Group Interest Sort
CPS: Career Planning System—Short Version
Careers of the Future
Career Surveys
CCAPP: Computerized Career Assessment and Planning Program
Choosing a College Major

College Directions
Corporation Job Game
English on the Job
Guidance and Counseling Software
MART: A Guide for the Prevention of Management Stress
Math on the Job
MECA: Microcomputer Evaluation of Career Areas
Micro Art of Interviewing
Scholarships Today I and II
Values Auction
Values Clarification Series
Work Activities Inventory
You and Others

Constructive Leisure
Attn.: Patsy B. Edwards
511 N. La Cienega Blvd., Suite 214
Los Angeles, CA 90048
(213) 652-7389
Leisure Pref
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Consulting Psychologists Press
577 College Ave.
Palo Alto, CA 94306
(415) 857-1444 or (800) 624-1765
Coping With Tests
C.P.P. Software System
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Myers-Briggs Type Indicator (MBTI)
Self-Directed Search: Computer Version

Cornwell Systems, Inc.
21620 N. 19th Ave., Ste. A-7
Phoenix, AZ 85027
(602) 869-0412
Graduate Management Admissions Test (GMAT) Course

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Manhassett, NY 11030
(516) 365-4423
Student Scheduling System

CSG Corporation—Computerized Career Software
Industrial Park Building #3
810 Proctor Ave.
Ogdensburg, NY 13669
(800) 267-7095

or
Ed Herman
P.O. Box 4170
Laguna Beach, CA 92652-4170
(714) 497-6199 or (800) 267-7095

CHOICES
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CTB/McGraw-Hill
2500 Monterey Rd.
Monterey, CA 93940-5380
(408) 649-8400 or (800) 538-9547

Adjective Check List
Myers-Briggs Type Indicator (MBTI)
Self-Directed Search: Computer Version
Strong Software System

Design Ware, Inc.
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San Francisco, CA 94107
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Norman, OK 73070
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Counseling Procedures
Health Services Careers
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Rochester, NY 14618

Understand Yourself

Earthware
Attn.: Donna J. Gioles
P.O. Box 30039
Eugene, OR 97403
(503) 344-3383

Final Exam

EdiTS
Attn.: Lisa Lee
P.O. Box 7234
San Diego, CA 92107
(619) 222-1666

COPSystem Interest Inventory
Scoring the COPSystem Career Guidance Program

E & F (Elliott & Fitzpatrick) Vocational Software
Attn.: Tim Fields
VDARE Service Bureau
1135 Cedar Shoals Dr.
P.O. Box 1945
Athens, GA 30605
(404) 548-8161

Labor Market Access
Job Search

Education Associates, Inc.
Attn.: Shelley Mauer
8 Crab Orchard Rd.
P.O. Box Y
Frankfort, KY 40602
(502) 227-4783 or (800) 626-2950

Assessing Specific Employability Skill Competencies
Career Scan
Career System 2000
Communication: Your Bridge to Others
Compu-Job
Creative Resume
Employability Inventory
Evaluating the Participant's Employability Skills
Expectations on the Job
Finding and Following Up Job Opportunities
Job Applications: Answering the Employer's Questions
Life and Career Planning: The Future is Yours
Living With Your Paycheck
Motivation: Go For It
Positive Attitude Toward Work
Resume: Presenting Yourself in Writing
Successful Interviewing
Values and the Work Ethic

Education TURNKEY Systems
Attn.: Charles Blaschke, Pres.
256 N. Washington St.
Falls Church, VA 22046
(703) 536-2310

MMS: Modular Management System
MSMS: Modularized Student Management System

Educational Administration Data Systems (EADS)
Betty Florian
P.O. Box 7005
Springfield, IL 62791
(217) 787-7190

TIMS, TSAS II, TTDP, TSDS, TRSS, TGKS II, TGTS

Educational Media Corp.
Box 21311
Minneapolis, MN 55421
(612) 636-5098

Advisor
CHEOPS: Computerized Higher Education and Occupational Planning System
Counseling Goals System
Counseling Notes System
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Create a Calendar
Job Stress and Burnout
MAPS: Methodical Aid to Problem-Solving
Student Data Management System
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Work Series
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Educational Microcomputer Associates, Inc.
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Subsidiary of Prescription Learning
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Educational Timesharing Systems
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2165 N. Glassell
Orange, CA 92665
(714) 998-8230 or (800) 888-SASI

SASI II: Schools Administrative Student Information

Educomp Systems, Inc.
Attn.: Terry Merz
1931 Old Middlefield Way, Suite A
Mountain View, CA 94043
(415) 968-8846

SASI II: Schools Administrative Student Information
COIN: Coordinated Occupational Information Network

Edumetrics Publishers
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P.O. Box 1234
Steamboat Plaza, CO 80488
(303) 879-5663

My Real Feelings About School
Peer Interaction Profile

EduWare Services, Inc.
Subsidiary of Encyclopedia Brittanica, Inc.
185 Berry St.
San Francicso, CA 94107
(415) 546-1866

P/SAT Analogies

EISI—Educational Industrial Sales, Inc.
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Los Altos, CA 94022
(415) 969-5212, or (800) 621-0854 or in California (800) 621-6464

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Career Exploration Series
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Computer ACT Preparation
Computer Assisted Career Selection
Computer Preparation SAT
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First Day on the Job
Four Stages of Interviewing
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Looking Good
Mac School
Major-Minor Finder
Mastering the SAT/ACT/GRE

Pacesetter
Parent Reporting
Perfect College
Perfect Score
Positive Parenting
Preparing for Aptitude Tests
Project Basic III
PSAT/SAT Word Attack Skills
Scholarships Today I and II
Simulation Construction Kit
Stress and the Young Adult
Study Skills and Job Success
Telo School
Vocabulary for the World of Work I and II
Why Stay in School?
Winning Combination
Your Personal Habits for Job Success
Your Work Habits for Job Success

Electronic Courseware Systems, Inc.
Jodie Swaney
1210 Lancaster Drive
Champaign, IL 61821
(217) 359-7099

ECS Computerized Gradebook

EMC Publishing
300 York Ave.
St. Paul, MN 55101
(612) 771-1555

Working: Today and Tomorrow

Encyclopedia Britannica Educational Corp.
423 N. Michigan Ave.
Chicago, IL 60613
(312) 321-6800 or (800) 621-2900 or (800) 554-9862

BARN—Body Awareness Resources Network

Epilepsy Foundation of America
Attn.: Carol S. Jelich
4351 Garden City Drive
Landover, MD 20785
(301) 459-3700

Bits, Bytes and the Brain
Exploring Your Brain

Essertier Software Corp.
921 14th St.
Hermosa Beach, CA 90254
(213) 379-1570

Curriculum Manager
Future Scheduling

ETS—Educational Testing Service
Attn: Judy Ward
P.O. Box 23060
Oakland, CA 94623-2306
(415) 653-5400 (in Emeryville)

SIGI Plus
SIGI—System of Interactive Guidance and Information

EUREKA Corporation
130 33rd St.
Richmond, CA 94804
(415) 235-3883

Career Finder
College Search
DISCOVER for Colleges and Adults
DISCOVER for High Schools
DISCOVER for Junior High and Middle Schools
Eureka Skills Inventory Micro EUREKA/CIS
Micro-SKILLS I and II

Experience In Software, Inc.
2039 Shattuck Ave., Suite 401
Berkeley, CA 94704
(415) 644-0694
Idea Generator

Fearon Education Software
David S. Lane Publishers
19 Davis Dr.
Belmont, CA 94002
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Stepping Stones

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Beachwood, OH 44122

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Guidance Shoppe (see Computer Concepts)

Hartley Courseware, Inc.
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Box 419
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Parent Reporting
Simulation Construction Kit

High Technology Software Products, Inc.
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Oklahoma City, OK 73146
(405) 848-0480

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1613 Mankato Court
Claremont, CA 91711
(714) 621-5243

Career Choice

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Educational Software Division
Mount Support Rd., CN 9000
Lebanon, NH 03766-9000
(603) 448-3838
or
Southwest Regional Office
Attn.: Barbara Grossman
2225 E. Randol Mill Rd., Suite. 530
Arlington, TX 76011
(817) 649-5254
or
Attn.: Barbara Grossman
777 California Ave.
Palo Alto, CA 94304-1199
(415) 831-9180

GIS
On Your Mark! Get Set: Preparing for the SAT

Human Perspectives, Inc.
230 N. Pine
Gardner, WI 66030
(800) 542-3466

Marriage Counselor

Indian Head Software
1002 Indian Head Drive
Snow Hill, NC 28580
(919) 747-2839

Grades Manager

Institute for Personality and Ability Testing (IPAT)
P.O. Box 188
Champaign, IL 61820
(217) 352-4739 or (800) 225-4728

Spectrum I

Instructivision
3 Regent St.
Livingston, NJ 07039
(201) 992-9081

Computer Study Program for the High School Proficiency Test
NASSP Computer Study Program for College Board Achievement Tests

Integral Computer Systems, Inc.
136 Main St.
Putnam, CT 06260
(203) 928-0451

SMS: School Management System

Intellectual Software, A Division of Queue, Inc.
562 Boston Ave.
Bridgeport, CT 06610
(203) 335-0906 or (800) 232-2224

Advanced SAT/GRE Vocabulary
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Drugs
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Exploring Career Options
Job Bank
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PSAT/SAT Reading Comprehension
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PSAT Vocabulary or SAT Vocabulary
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Shawnee Mission, KS 66202
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Port Washington, NY 11050
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J & S Gradebook (formerly Apple Grade Book)

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Concord, CA 94524
(415) 685-4752

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Los Angeles, CA 90024-9757
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Super Job Search

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One Players Club Dr.
Charleston, WV 25311
(304) 344-8550 or (800) 468-4227

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Careers in Hospital Nursing
CCAPP: Computerized Career Assessment and Planning Program
Class Ranking

College Directions
Luscher Profile
Micro Guide to Careers Series
SASS
Scholarships Today I and II
Setting Career Goals the Micro Way
Work Activities Inventory

JIST Works, Inc.
The Job Search People
150 E. 14th St.
Indianapolis, IN 46202
(800) 648-JIST

Career Directions

Jostens Learning Systems, Inc.
800 E. Business Center Dr.
Mt. Prospect, IL 60056
(312) 296-0510 or (800) 323-7577

CEEP: College Entrance Exam Preparation

K-12 Micro Media
6 Arrow Rd., Dept. T
Ramsey, NJ 07446
In New Jersey (201) 825-8888 or (800) 922-0401,

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CCAPP: Computerized Career Assessment and Planning Program
Class Scheduling System
Classifier: Class Scheduling System
College Directions
Corporation Job Game
Graduation Dilemna
Micro Art of Interviewing
Right Resume Writer I
Right Resume Writer II
Scholarships Today I and II
School Attendance Manager
School Discipline Manager
SchoolBase III
Telo School
Values Auction
Work Activities Inventory

Krell Software
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St. James, NY 11780
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San Francisco, CA 94127
(415) 873-6099

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APS: Administrative Planning System
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Keeping Safe
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Kalamazoo, MI 49007
(800) 421-4157

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Be a Winner: Set Your Goals
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Study Skills

MECC—Minnesota Educational Computing Corp.
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3490 Lexington Ave., N.
St. Paul, MN 55126
(612) 481-3500

Grades Manager
Labels, Letters and Lists
Market Place
Smoking: It's Up to You

Melcher Software
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Midland, MI 48640
(517) 631-7607

The Attendance Master
Compugrade
Log
STAT
Test Maker

Menta Group
Dr. William Engs
Drawer 3248
Crestline, CA 92325
(714) 338-1910

P.A.C.S.: Personal Assessment/Career System

MetriTech, Inc.
111 North Market St.
Champaign, IL 61820
(217) 398-4868

Adult Personality Inventory
Spectrum-I

Mind Training Systems
Attn.: Claudette Powell
5845 Gardner Hwy.
Alexandra, LA 71306
(318) 445-2572

Basic Skills/GED Series for Older Students & Adults
Survival Skills Series

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3444 Dundee Rd.
Northbrook, IL 60010
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French Achievement Series
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Willowdale, Ontario, Canada M2J 1B9
(416) 498-1200

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Connor's Teacher Rating Scale
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Help-Esteem
Help-Stress
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State-Trait Anxiety Inventory for Children
Time and Billing

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Reston, VA 22091
(703) 860-0200

Improving College Admissions Test Scores
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NASSP Computer Test Preparation Program for the SAT

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Edina, MN 55435
(612) 893-8143 or (800) 431-1421

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Microtest Score I and II

National Educational Software Services
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1879 Locust Dr.
Verona, WI 53593
(608) 845-8410

Career Scan IV
College Scan IV
Financial Aid Scan IV
Job Hunter's Scan IV
Resume/Application Maker Scan IV

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Petaluma, CA 94975-0008
(707) 765-1999

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Los Alamitos, CA 90720-0948
(503) 325-2041

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Career Selection
Computerized Career Series
Counselor's Organizer

Opportunities for Learning, Inc./Career Aids, Inc.
20417 Nordhoff Street, Dept. 9
Chatsworth, CA 91311
(818) 341-2535

Barron's Computer SAT Study Program
Career Directions
Career Scan IV
CCAPP: Computerized Career Assessment and Planning Program
CCIS: Computerized Career Information System
Choosing A College Major
Classifier: Class Scheduling System
College Board SAT Exam Preparation Series
College Directions
Compu-Job
Corporation Job Game
Improving Your Self-Concept
Inspector
J & S Gradebook (formerly Apple Grade Book)
Mastering the SAT/ACT/GRE
Micro Art of Interviewing
Microtest
Occupational Interest Matching
Parent Reporting
PFS: School Recordkeeper System
Records
Reporter
Right Resume Writer I
Right Resume Writer II
SAT Preparation Program
Scholarships Today I and II
School Discipline Manager
Self-Exploration Series

Simulation Construction Kit
Stress and the Young Adult
Values Auction
Work Activities Inventory

Parenting Plus
4742 Hayman Ave.
LaCanada, CA 91011
(818) 952-0361

Parenting Skills Inventory

Peak Potential, Inc.
Box 1461
Loveland, CO 80539
(303) 663-3030

Tool Box for Emotional and Social Growth

Permax Systems, Inc.
300 Central Park West
New York, NY 10024
(212) 787-4998

Perfect Resume

PESCO
21 Paulding St.
Plesantville, NY 10570
(914) 769-4266 or (800) 431-2016
or in California:
Attn.: Francena M. Hancock
P.O. Box 223091
Carmel, CA 93923
(408) 624-8901

J.O.B.S.

Peterson's Guides
166 Bunn Dr., Dept. 6235
P.O. Box 2123
Princeton, NJ 08543-2123
(609) 924-5338 or (800) 225-0261

Peterson's Career Planning Service
Peterson's College Selection Service for Two- and Four-Year Colleges
Peterson's Financial Aid Service (FAS)
Peterson's SAT Success for Micros

Photocom
P.O. Box 3135
Pismo Beach, CA 93449
(805) 481-6550 (in Grover City)

Career Series: Computer Aided Drafting
Jobs in Today's World
Resumes Made Easy

Prep, Inc.
1007 Whitehead Road, Extension
Trenton, NJ 08638
(609) 882-2668 or (800) 257-5234

Quickscore
TQAS—The Test and Questionnaire Analysis System

Program Design International
798 North Ave.
Bridgeport, CT 06606
(203) 335-0906 or (800) 232-2224

Analogies Analysis
Mathwise
Preparing for Aptitude Tests
Vocabulary Builder I and II
Wordwise: Analogies/Astroquotes
Wordwise: Synonyms/Antonyms

Psychographics Corporation
Attn.: Robert E. Picha
616 Enterprise Drive
Oak Brook, IL 60521
(312) 571-6515

C.H.I.P.S.: Computerized Help for Individual Planning for Success
DAT Adaptive (Differential Aptitude Tests), Computerized Adaptive Edition
OVIS II Microcomputer Version

Psychological Assessment Resources (PAR)
P.O. Box 998
Odessa, FL 33556
(813) 968-3003 or (800) 331-TEST

Eating Disorders Inventory
Firo-B
MMPI Adult and Adolescent Interpretive System
Neo Personality Inventory
Personal Problems Checklist—Adolescent
Personal Problems Checklist—Adult
Report Writer: Adult's Intellectual & Achievement Tests
Report Writer: Children's Intellectual and Achievement Tests
Self-Directed Search: Computer Version
Vocational Preference Inventory: Computer Version

Psychological Corporation
Harcourt Brace Jovanovich, Inc.
1250 6th Ave.
San Diego, CA 92101
(619) 699-6592 or (800) 228-0752
or in Northern California:
Judd Henson, (408) 997-7798
Jane Steward, (415) 634-4040
or
7500 Old Oak Blvd.
Cleveland, OH 44130
(216) 234-5300

DAT Adaptive (Differential Aptitude Tests), Computerized Adaptive Edition
McDermott Multidimensional Assessment of Children (M-MAC)
OVIS II
REKORD Planner

Psychological Psoftware
Attn.: Pat Nydorf
2912 Daubenbiss Ave., Suite 83
Soquel, CA 95073
(408) 684-0816
or
312 Los Altos Dr.
Aptos, CA 95003
(408) 688-6808

Art of Communication
Assertiveness Training
Dream Machine
Mental Status Exam
Multidimensional Personality Evaluation
Never Fat Again
On Becoming a Hero
Personality Profile
Professional Personality Inventory
Profile for Success in Sales
Puppet
Stress Management
Total Stress Management System

Psychologistics, Inc.
Dept. B
P.O. Box 3896
Indialantic, FL 32903
(305) 259-7811

Chemical Dependency Assessment Profile
Child and Adolescent Diagnostic Screening Inventory
Intake Evaluation Report

Psychological Psychiatric Status Interview
Rorschach Data Summary and Narrative Report
Session Summary
Termination Discharge Summary
WAIS-R Report
WISC-R Report
WPPSI Report

Psycomp Self-Help Software
P.O. Box 994
Woodland Hills, CA 91367
(818) 992-4884

Coping With Stress
Treating Sexual Problems

Queue, Inc.
562 Boston Ave.
Bridgeport, CT 06610
(203) 335-0906, (800) 232-2224

Adoption Agency
Career Counselor
Drug Abuse
Exploring Career Options
Psychological Problems
Venereal Disease
Vocabulary for the World of Work I or II

Random House School Division
Dept. 9328
400 Hahn Rd.
Westminster, MD 21157
(800) 638-6460

Career Focus
Grade Master

Ready Reference Press
P.O. Box 5249
Santa Monica, CA 90405
(213) 474-5175 or (800) 424-5627

Computer Study Program for the HS Proficiency Test

Resource Directories
3361 Executive Parkway, Suite 302
Toledo, OH 43606
(800) 321-9881

COIN—Coordinated Occupational Information Network

Right Soft, Inc.
2033 Wood Street, Suite 218
Sarasota, FL 33577
(813) 923-0233

Rightwriter, 2.1

Robbinsdale Area School District 281
Attn.: Bill Heck
4148 Winnetka Ave.
New Hope, MN 55427
(612) 533-2781, ext. 203

Careers
Career Skills

Santa Clara County Office of Education
Career/Vocational Education and Guidance Publications
100 Skyport Drive, MC 236
San Jose, CA 95115
CIBS: Computerized Inventory of Basic Skills

MicroVIEW
SuperVIEW

Scandinavian PC Systems, Inc.
51 Monroe St., Suite 707A
Rockville, MD 20850
(301) 294-7450

Readability Program

Scientific Systems
5 Science Park
New Hope, CT 06511
(203) 785-5236

Career Management Partner

SEI (Silwa Enterprises, Inc.)
2360-J George Washington Hwy.
P.O. Box 978
Yorktown, VA 23692
(804) 898-8386 or (800) 443-2250

Master Talker

Shenandoah Software
1427 S. Main St.
P.O. Box 776
Harrisonburg, VA 22801
(703) 433-9485 or (800) 527-6856

Exams III
Examiner

Records
School Ledger-Report System

Silton Bookman Systems, Inc.
20410 Town Center Lane, Suite 280
Cupertino, CA 95014
(408) 446-1170

Accountant
Registrar
Scheduler

Small Systems Associates
327 Bernick Dr.
P.O. Box 214
Langhorne, PA 19047
(215) 860-1576

TQAS

Softswap (also see Computer Using Educators)
P.O. Box 271704
Concord, CA 94527-1704
(415) 685-7265

Elementary Gradebook

Software Publishing Corporation
1901 Landings Drive
Mountain View, CA 94043
(415) 962-8910

PFS: Workmates

Software Research Corp.
Attn.: Annette E. Wright
3939 Quadra Street
Victoria, BC, Canada V8X 1J5
(604) 727-3744

Personal Career Directions

Southeastern Educational Software
Attn.: Linda Hall
3300 Buckeye Rd.
Atlanta, GA 30341
(404) 457-8336 or (800) 262-3573

ADA: Attendance Data Analyst
Automated Instruction Management
Q/A Scanner
Registrar
Survey Processing
Transcript (Report Card)

Southern Micro Systems
P.O. Box 2097
Burlington, NC 27216-7610
(919) 226-7610 or (800) 888-8555

Ability-Achievement Discrepancy (AAD)
Accumulator II
Accumulator Jr.
CARA
Six-Factor Automated Vocational Assessment (SAVAS)
Stanford-Binet Computer Report
WAIS-Riter Basic
WAIS-Riter Complete
WISC-Riter Basic
WISC-Riter Complete

Statistics With Finesse
Attn.: James Bolding
P.O. Box 339
Fayetteville, AR 72702

Statistics With Finesse

Steppingstone Courseware
Distributor: Wintergreen Software and others
P.O. Box 1229
Madison, WI 53701
(608) 246-8880

Women of Influence

Sunburst Communications
39 Washington Ave.
Pleasantville, NY 10570
(914) 769-5030 or (800) 431-1934 or in Canada (800) 247-6756

Choice Is Yours!
Learning to Cope With Pressure
Right Job: Career Exploration
Self-Instructional Management System (SIMS)
Smoking Decision
Test Taker's Edge
Whatsit Corporation

SVE—Society for Visual Education
1345 Diversey Parkway, Dept. VB
Chicago, IL 60614
(312) 525-1500 or (800) 621-1900

Career Directions
CCAPP: Computerized Career Assessment and Planning Program
Classmate
College Directions
Life Coping Skills Series
Scholarships Today I and II

437

SYSTAT
1800 Sherman Ave.
Evanston, IL 60201
(312) 8164-5670

MyStat

Talent Assessment, Inc.
P.O. Box 5087
Jacksonville, FL 32247-5087
(904) 731-1415

PIC
TAP: Talent Assessment Program
VIP, Jr.
VIP: Vocational Implications of Personality

Target Communication Corp.
810 12th St., NW
Mason City, IA 50401

Family Communications

Teaching Aids, Inc.
P.O. Box 1798
Costa Mesa, CA 92628-0798
(714) 548-9321

Alcohol Decisions: Drinking and Driving
Color Your World
First Date . . . A Simulation
Health Risk Appraisal
Personal Skills
Teenage Stress Profile
Vocational Career Choices!

TrueBasic, Inc.
39 South Main St.
Hanover, NH 03755
(603) 298-8517

Forms Management Library
Turning Point Software
5312 Tonyawatha
Box 6404
Monona, WI 53716-6404
(608) 221-8166

Non-Sexist Choices

Unaweep Software
397 Ridge Circle #1
Grand Junction, CO 81503
(303) 243-6520

Kid Talk I

ValPAR International Corp.
P.O. Box 5767
Tucson, AZ 89703-5767
(602) 293-1510

G.O.E. Interest Inventory
Microcomputer Evaluation Screening Assessment Short Form (MESA SF2)
ValGUIDE
ValSearch Job Bank 12,375

Verticon Computer
25 NW Minnesota, No. 7
Bend, OR 97701-2726
(503) 389-0080

Attendance System

Vocational Research Institute
Attn.: Bill Ger
2100 Arch St., 6th floor
Philadelphia, PA 19103
(800) 874-5387

VRII Report

Wasatch Educational System
5250 S. 300 W.
Murray, UT 84107
(800) 624-1732

SMS

Weatners Reports, Inc.
W. 227 24th Avenue
Spokane, WA 99203
(509) 838-8473

MMPI III Score & Interpret

WFB Enterprises
Attn.: William F. Brown
1225 19th St.
Beaumont, TX 77706
(409) 898-1983 (8:30 to 11:30 a.m.)

CASSIP—Computer Assisted Study Skills Improvement Program
Study Skills Modules
Study Skills Test

Winsight, Inc.
Attn.: Peg Fox
72 Dempsey
P.O. Box 3598
Princeton, NJ 08540
(609) 452-2298, (609) 924-7806, or (609) 924-2021

Winsight Programs

Wintergreen Software
P.O. Box 1229
Madison, WI 53701-1229
(608) 246-8880

Career Finder
College Finder
Handwriting Analyst
Letterwriter for Job Seekers
Master Budget Calculator
Micro-Skills I and II
Mind Over Minors
NonSexist Choices
Perfect Resume Computer Kit
Planning Guide for Job Seekers
Resume Processor

WordPerfect Corporation
1555 N. Technology Way
Orem, UT 84057
(801) 225-5000

WordPerfect Library
WordPerfect 5.0

Appendix B: Program List with User Level and Computer Compatibility

Program	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
	Level(s)							**Computer(s)**						
Ability Achievement Discrepancy (AAD)	x					x	x	x	x					
Accountability Plus						x	x	x	x					
Accountant (for Training Departments)						x			x					
Accumulator II							x	x						
Accumulator Jr.							x	x						
ACT Test Preparation Series					x			x	x	x	x			
ADA: Attendance Data Analyst						x	x	x	x					
Adjective Checklist Software						x			x					
Administrative Answer, The						x	x		x					x
Adoption Agency						x		x						
Adult Personality Inventory (API)						x		x	x					
Advanced SAT/GRE Vocabulary					x	x		x						
Advisor						x	x	x						
AIDS Software Series				x	x			x						
Alcohol—An Educational Simulation			x	x	x	x		x						
Alcohol and Health				x	x	x		x						
Alcohol Decision: Drinking and Driving					x			x						
American History Achievement Series					x			x						
Analogies Analysis					x			x		x	x	x		
Analogies College Bound					x			x						
Answer!						x	x	x	x					
Apple IIGS System						x	x	x						
Appleworks 2.1						x	x	x						
APS: Administrative Planning System						x	x		x					
Art of Communication, The				x	x	x		x	x		x			
Ask Me				x				x						
Assertiveness Training				x	x			x	x					
Assessing Specific Employability Competencies					x			x	x	x				
At Ease!						x		x	x					
Attendance Master, The						x	x				x			x
Attendance Program (for Large or Small Schools)						x	x	x	x					
Attendance System						x	x	see program description						

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Automated Instruction Management (A.I.M.)						x	x	x						x
BARN (Body Awareness Resource Network)				x	x			x						
Barron's Computer SAT Study Program					x			x			x			
Basic Skills/GED Series for Older Students and Adults	x			x	x	x		x						
Be a Winner: Set Your Goals				x	x			x	x					
Biology Achievement I and II (Cells and Tissues, Reproduction and Development)					x			x						
Bits, Bytes, and the Brain		x				x	x	x						
Blueprint for Decision Making				x	x			x						
Body Language Analysis				x	x	x		x						
Bookkeeper						x	x	x						
Bridging the Career Gap					x	x			x					
Building Memory Skills				x	x			x	x					
Bursar						x		x		x				
California Adaptive Behavior Scale						x	x	x						
Calmpute					x	x		x						
CARA: Computer Assisted Reading Assessment	x	x	x	x	x			x						
Career Choice					x			x				x		x
Career Counselor					x			x						
Career Directions				x	x			x	x	x				
Career Exploration Series (CES)				x	x	x		x	x	x	x			x
Career Finder				x	x	x		x	x					
Career Focus					x			x	x					
Career Interest Program			x	x	x			x		x				
Career Inventory Assessment				x	x			x						
Career Management Partner						x		x						
Career Orientation and Developing Your Initial School Career Plan				x	x	x		x			x			
Career Passport					x			x						
Career Planning System	x							x						
Career Planning System - Group Interest Sort (CPS-GIS)				x	x			x						

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Career Planning System (CPS) - Short Version	x							x						
Career Point						x			x					
Career Quiz: Succeeding in the World of Work					x	x		x						
Career Scan IV				x	x			x	x	x	x			
Career Search 1, 2, 3, 4, and 5	x							x		x				
Career Selection			x	x	x			x	x	x	x			
Career Series: Computer Aided Drafting (CAD)					x	x		x	x					
Career Skills			x								x			
Career Surveys				x	x			x						
Career System 2000				x	x	x		x						
Careerpoint Resume Writer					x	x			x					
Careers		x	x								x			
Careers in Hospital Nursing					x			x	x					
Careers of the Future					x			x						
CASSIP—Computer Assisted Study Skills Improvement Program					x	x		x	x					
CCAPP-Computerized Career Assessment & Planning Program					x			x		x				
CCIS-Computerized Career Information System				x	x			x		x				
Chemical Dependency Assessment Profile (CDAP)						x	x		x					x
Chemistry Achievement I: Mathematics of Chemistry					x			x						
CHEOPS—Computerized Higher Education and Occupational Planning System					x	x		x						
Child and Adolescent Diagnostic Screening Inventory (CADSI)						x		x						x
CHIPS: Computerized Help for Individual Planning for Success					x	x		x	x					
Choice Business and Office Series					x	x		x	x	x				
Choice is Yours!, The			x	x	x			x						
CHOICES				x	x	x		x	x		x			

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
CHOICES Jr.			x	x	x			x	x					
Choosing a College Major					x	x		x						
Chronic Pain Battery						x			x					
CLAS: The Computerized Lesson Authoring System							x	x	x					
Class Ranking						x	x	x						
Class Scheduling System						x	x	x						
Classifier: Class Scheduling System						x	x	x	x	x				
Classifier II						x	x		x					x
Classifier Toolkit						x	x	x						
Classmate							x	x	x					
C-LECT				x	x	x		x	x	x				x
C-LECT Jr.				x	x			x						
Clinical Interviews							x	x	x		x			
Club Accounting System						x	x							
COIN					x	x		x		x				
College Board SAT Exam Preparation Series					x			x	x	x	x	x		
College Directions					x	x		x	x	x				
College Entrance Exam Preparation (CEEP)					x			x						
College Explorer					x	x		x	x	x				
College Finder					x	x		x	x					
College Scan IV					x	x		x	x	x	x			
College Search					x	x		x	x					
Color Your World					x	x		x						
Communication Skills			x	x	x	x		x						
Communication: Your Bridge to Others					x			x	x	x				
Comp Scan					x			x	x	x				
Company Connections: The Cover Letter					x	x		x	x	x				
Compugrade							x				x			x
Compu-Job				x	x			x	x	x	x			
Computer ACT Preparation					x			x	x					
Computer Assisted Career Selection					x	x		x		x				
Computer Career Planning Series				x	x			x		x				

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Computer Preparation SAT					x			x	x	x	x	x		
Computer Study Program for High School Proficiency Test				x	x			x						
Computerized Career Series			x	x	x			x		x				
Computerized Inventory of Basic Skills (CIBS)	x	x	x	x				x						
Conners' Parent Rating Scale						x		x	x					
Conners' Teacher Rating Scale							x	x	x					
Consumers Guide—Prescription/ Non-Prescription Drugs				x	x	x		x	x					
Coping with Stress						x		x	x					
Coping with Tests					x	x		x	x					
COPSystem Interest Inventory				x	x	x			x					
COPSystem - Scoring Program							x		x					
Corporation Job Game, The				x	x			x	x	x				
Counseling Goals System						x	x	x						
Counseling Notes System						x	x	x						
Counseling Procedures						x	x	x			x	x		
Counselor Contact File						x	x	x						
Counselor Log						x	x	x		x				
Counselor's Notebook						x	x	x	x					x
Counselor's Organizer, The						x	x	x	x	x				
Cover Letter, The					x	x		x	x	x				
CPP Software System						x	x		x					
Create a Calendar						x	x	x						
Creative Resume					x	x		x	x					
Curriculum Management System (CMS)						x	x	x	x					
Curriculum Manager						x	x	x						
DAT Adaptive: Differential Aptitude Tests: Computerized Adaptive Edition				x	x			x						x
Decision Making—A Methodical Approach					x	x		x						
Decision Making and Problem Solving				x	x			x						
Director						x	x		x					
DISCOVER for Colleges and Adults					x	x		x	x	x				

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
DISCOVER for High Schools					x			x	x	x				
DISCOVER for Junior High and Middle Schools			x	x				x						
Dream Machine					x	x		x	x		x			
Drug Abuse				x	x	x		x	x	x				
Drug Alert!			x	x	x			x						
Drugs				x	x	x		x	x					
Drugs: Their Effects on You (disk I)			x	x	x	x	x	x						
Drugs: Who's in Control? (disk II)			x	x	x	x	x	x						
Eating Disorder Inventory: Computer Version						x	x	x	x					
ECS Computerized Gradebook							x	x	x					x
Electronic Grade Book							x	x						
Elementary Gradebook							x	x						
Emerging Occupations Interest Inventory					x	x		x	x					
Employability Inventory					x			x	x	x				
Enforcer or Enforcer II, The						x	x	x	x					
English Achievement Series					x			x	x					
English on the Job	x							x						
English SAT					x			x			x			
ES/2						x	x		x					
E.S.P...The Basics of Leadership and Supervision					x	x		x		x				
Evaluating the Participant's Employability Skills					x			x	x	x				
E-WOW	x		x	x	x	x		x		x				
Exam Builder						x	x			x				x
Examiner		x	x	x	x	x				x				
Exams III							x		x	x				x
Expectations on the Job					x			x	x	x				
Exploracion de Carreras					x			x	x	x				
Exploring Career Options					x			x						
Exploring Your Brain				x	x		x	x						
FACT—Financial Aid Counseling Tool					x	x		x	x					

Program	Level(s)							Computer(s)							
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Family Communications	x	x	x	x	x	x								x
Final Exam						x	x	x						x
Financial Aid Scan IV					x	x		x						
FIRO-B					x	x		x	x					
First Day on the Job				x	x			x						
Focus Church and Non-Profit Management Software						x			x					x
Forms Management Library (FormLib)						x	x		x					
Four Stages of Interviewing, The					x	x		x	x					
French Achievement Series					x			x	x					
From the Beginning—Menstruation			x	x	x			x						
Future Scheduling						x	x	x						
GED Test Preparation Series						x		x						
German Achievement I					x			x						
GIS: Guidance Information System (Micro Enhanced)					x	x		x	x					x
G.O.E. Interest Survey					x	x	x	x	x					
Grade Master							x	x		x				
Gradebook Plus							x	x	x					
Grader							x	x	x	x				
Grades Manager							x	x						
Graduate Management Admissions Test (GMAT) Course						x			x					
Graduate Management Admissions Test (GMAT) Preparation Series						x		x	x		x			
Graduate Record Examination (GRE) Preparation Series						x		x	x					
Graduation Dilemma, The					x	x		x		x				
Guidance & Counseling Software				x	x		x	x						
Guidance Counselor: Careers					x	x		x						
Guidance Counselor: College Search					x	x		x						
Guidance Counselor: Financial Aid					x	x		x						
Guidance Partner						x	x	x	x					
Handwriting Analyst				x	x	x		x	x					

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Health Risk Appraisal				x	x	x		x	x	x				
Health Services Careers					x			x			x	x		
Heart-to-Heart						x			x					
Help-Assert						x			x					
Help-Esteem					x	x			x					
Help-Stress						x	x		x					
High School Career-Course Planner				x	x			x	x	x				
High School Course Planner					x	x		x	x					
Homeworker					x			x	x					
How Fast Can You Type Right?					x			x	x		x			
I Can					x			x						
Idea Generator, The					x	x			x					x
If You Drink				x	x	x		x						
Improving College Admission Test Scores					x			x	x	x				
Improving Your Self-Concept				x	x	x		x						
Information Master						x	x	x						x
Inspector						x	x	x	x	x				
Inspector II						x	x		x					x
Intake Evaluation Report, Clinician's Version 2.0						x			x					x
Interview Scenarios					x	x		x	x	x				
IPS: Individualized Planning System						x	x	x	x					
J & S Gradebook						x	x	x						
Jesness Behavior Checklist				x	x		x		x					
Jesness Inventory of Adolescent Personality				x	x				x					
Job Applications and Finding & Following-Up Job Opportunities				x	x	x		x	x	x				
Job Applications: Answering the Employer's Questions					x			x		x				
Job Bank					x	x		x	x					
Job Hunter's Survival Kit					x	x		x	x	x				
Job Hunters' Scan IV					x	x		x	x	x	x			
Job Hunting Skills					x			x		x				
Job Readiness Computer Programs				x	x			x						

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Job Search					x	x		x						
Job Stress & Burnout: Coping and Prevention					x	x		x						
Job-O				x	x	x		x	x	x	x			x
J.O.B.S.					x	x		x	x	x				
Jobs in Today's World					x	x		x	x					
Kaufman Assessment Battery for Children (K-ABC) Assist						x		x						
Keeping Safe		x	x	x				x						
Kid Talk I		x	x	x				x						
Labels, Letters and Lists						x	x	x						
Labor Market Access					x	x			x					
Law School Admission Test (LSAT) Exam Preparation Series						x		x	x		x			x
Learning to Cope with Pressure		x	x	x	x			x						
LeisurePREF						x		x	x	x				x
Letterwriter for Job Seekers					x	x		x						
Life and Career Planning: The Future is Yours					x			x		x				
Life Coping Skills Series				x	x			x						
Listening Inventory, The				x	x	x	x	x						
Little Computer People Discovery Kit		x	x	x	x			x			x			
Living Alone					x	x		x						
Living with Your Paycheck					x			x	x	x				
Log						x	x				x			x
Looking Good					x	x		x	x					
Luscher Profile						x	x	x	x		x			x
Mac School						x	x	x						
Major-Minor Finder	x			x	x	x		x	x	x	x			x
Management Software for Special Education	x					x	x	x	x					
Managing for Success					x	x			x					
Managing for Success Series					x	x		x	x					
Managing to the Top					x	x		x	x	x				
Managing Your Time				x	x			x						
MAPS: Methodical Aid to Problem-Solving					x	x		x						

Program	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
	Level(s)							Computer(s)						
Market Place, The		x	x	x	x			x	x	x	x			
Marriage Counselor, The						x		x	x					
M.A.R.T.: A Guide for the Prevention of Management Stress						x		x		x				
Master Budget Calculator						x		x	x					
Master Grades							x	x			x			
Master Talker	x					x	x	x						x
Mastering the ECAT: English Composition					x					x				
Mastering the SAT/ACT/GRE					x			x	x		x			
Math on the Job	x							x						
Mathwise						x		x			x	x		
McDermott Multidimensional Assessment of Children (M MAC)						x	x	x						
MECA: Microcomputer Evaluation of Career Areas			x	x	x			x						
Megamaster						x	x	x						
Mental Status Exam						x		x	x					
Menu Express						x			x					
Micro Art of Interviewing, The					x	x		x	x	x				
Micro Career Decision Making System					x	x		x		x				
Micro Eureka/CIS					x	x		x	x	x				
Micro Guide to Careers Series					x	x		x	x	x				
Micro Job Search Tool Kit					x	x		x	x					x
Micro-SKILLS I and II					x	x		x	x					
Microcomputer Evaluation Screening Assessment Short Form (MESA SF2)				x	x	x	x	x	x					
Microtest						x	x	x	x	x				
Microtest Assessment System					x	x	x		x					x
Microtest Score I and II							x	x	x					x
MicroVIEW				x	x	x		x						
Military Career Sort					x			x	x					
Mind Over Minors						x	x	x	x					
MMPI Adult and Adolescent Interpretive Systems							x	x	x					

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
MMPI III Score and Interpret							x		x					
MMS: Modular Management System for Schools							x	x	x	x				x
Modularized Student Management System (MSMS)	x					x	x	x						
Motivation: Go For It					x			x	x	x				
Multidimensional Personality Evaluation				x	x	x		x	x					
My Real Feelings About School		x	x	x		x	x	x	x					x
Myers-Briggs Type Indicator (MBTI)			x	x	x	x	x		x					
MYSTAT						x		x						
NASSP ACT Test Preparation for Microcomputers					x			x						
NASSP Computer Study Program for College Board Achievement Tests					x			x						
NASSP Computer Test Preparation Program for the SAT					x			x		x	x			
National Teacher Exam (NTE) Preparation Series						x	x	x	x		x			
NEO Personality Inventory: Computer Version						x	x	x	x					
Never Fat Again				x	x	x		x	x					
Nonsexist Choices				x	x	x	x	x	x					x
Notifier						x	x	x	x					x
Occupational Interest Matching				x	x			x	x	x	x			
Occupational Outlook on Computer (OOOC)					x	x		x	x	x				
Office Careers					x	x		x			x	x		
On Becoming a Hero				x	x			x	x		x			
On-the-Job Communication					x			x		x				
On Your Mark! Get Set! Preparing for the SAT					x				x					
Over50						x		x	x					x
Overhead Express						x	x		x					
OVIS II Microcomputer Version				x	x	x		x						
Pacesetter			x	x	x			x						
PACS: Personal Assessment/Career System					x	x		x	x					

Program	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Parent Reporting						x	x	x						
Parenting Skills Inventory					x	x			x					
Peer Interaction Profile		x	x	x				x						
Perfect College, The					x			x	x	x	x			x
Perfect Resume Computer Kit, The					x	x		x	x					
Perfect Score					x			x	x		x			x
Personal Career Directions (PCD)				x	x	x			x					
Personal Problems Checklist—Adolescent: Computer Version						x	x	x	x					
Personal Problems Checklist—Adult: Computer Version						x	x	x	x					
Personal Skills				x	x			x	x					x
Personality Profile				x	x			x	x		x			
Peterson's Career Planning Service					x	x		x						
Peterson's College Selection Service					x	x		x	x	x				
Peterson's Financial Aid Service (FAS)					x	x		x	x					
Peterson's SAT Success for Micros					x			x						
PFS: School Recordkeeping System						x	x	x						
PFS: Workmates						x		x						
PIC - Pictorial Inventory of Careers					x			x	x	x				
Planning Guide						x	x	x	x					
Planning Guide for Job Seekers						x	x	x	x					
Please Understand Me				x	x	x		x	x					
Positive Attitudes Toward Work					x			x	x	x				
Positive Parenting					x	x		x						
Preparing for Aptitude Tests					x			x		x	x	x		
Pre-Professional Skills Test (PPST) Preparation Series					x	x	x	x	x					
Primary Attendance System						x	x							
Primary Grading System						x	x							
Principal's Assistant	x	x	x	x	x	x	x	x						
Print-a-Banner	x	x	x	x	x	x	x	x						
Print Shop	x	x	x	x	x	x	x	x	x		x	x		x
Print Shop Expanders	x	x	x	x	x	x	x	x	x					x

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Professional Personality Inventory						x	x	x	x					
Profile for Success in Sales						x		x	x					
Project Basic III						x	x	x	x					x
P/SAT Analogies					x			x	x					
PSAT Vocabulary or SAT Vocabulary					x			x	x					
PSAT/SAT Reading Comprehension					x			x						
PSAT/SAT Sentence Completion					x			x	x					
PSAT/SAT Word Attack Skills					x			x						
Psychological Problems				x	x			x						
Psychological Psychiatric Status Interview (PPSI)						x			x					x
Puppet, The		x	x					x						
Q/A Scanner						x	x	x		x				x
Quickscore						x	x	x	x	x				
Rapid Recall: An Electric Notebook			x	x	x	x	x	x	x					x
Readibility						x			x					
Records						x	x			x				
Registrar						x	x	x	x					
Registrar (for Training Departments)						x	x		x					
Rekord Planner	x					x	x			x				
Remember!					x			x	x	x				
Report Card Generator						x	x	x						
Report Writer: Adults' Intellectual, Achievement & Neurophysical Tests						x	x	x	x					
Report Writer: Children's Intellectual & Achievement Tests						x	x	x	x					
Reporter						x	x	x	x	x				
Reporter II						x	x		x					
Reporter Toolkit						x	x	x						
Resu-Riter					x	x			x					x
Re$ume!					x	x	x		x					x
Resume/Application Maker Scan IV					x	x		x	x					
Resume: Presenting Yourself in Writing, The					x			x		x				
Resume Processor					x	x		x	x					

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Resumes Made Easy					x	x		x						
Right Job Application, The				x	x		x	x						
Right Job: Career Exploration, The	x			x	x			x						
Right Resume Writer I, The					x			x	x	x				
Right Resume Writer II, The					x	x		x	x					
Rightwriter 2.1						x			x					
Rorschach Data Summary and Narrative Report						x	x	x	x					x
SASI II: Schools Administrative Student Information						x	x		x					x
SASS						x	x	x	x					
SAT/ACT Skills Series					x	x		x	x					
SAT Algebra					x			x						
SAT Geometry					x			x						
SAT Preparation Program					x			x	x	x	x	x		
Save College Dollars - CLEP					x	x		x						
Scheduler, The (for Training Departments)						x	x		x					
Scheduling/Grading System						x	x	see program description						
Scholarship Bank					x	x		x	x					
Scholarships Today I and II					x	x		x	x	x				
School Attendance Manager						x	x	x	x	x				
School-Community Scholarship Planner						x	x	x	x					
School Discipline Manager						x	x	x		x				
School Ledger-Report System						x	x		x	x				
School Office Manager						x	x	x	x	x				
School Register						x	x	x	x					
School Transactions: Teachers, Students, Parents						x	x	x						
Schoolbase III						x	x		x					x
Scoring Higher on Grade K-9 Achievement Tests							x	x						
Self-Directed Search: Computer Version					x	x	x	x	x					
Self-Evaluation Series				x	x	x		x		x				
Self Exploration Series				x	x	x		x		x				

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Self-Instructional Management System (SIMS), The				x	x	x		x						
Session Summary						x	x		x					x
Setting Career Goals the Micro Way				x	x	x		x	x	x				
Sexually Transmitted Diseases				x	x			x						
SIGI Plus					x	x			x	x				
SIGI: System of Interactive Guidance and Information					x	x			x	x				
Simulation Construction Kit				x	x			x						
Six-Factor Automated Vocational Assessment (SAVAS)					x	x		x	x					
Skill$Bank						x	x		x					
Skills of the Future				x	x	x		x	x					
Slide Projector						x	x	x						
Smoking Decision, The			x	x	x			x						
Smoking: It's Up to You				x	x			x						
SMS: Student Management Systems					x	x	x							
S.N.A.P.: Student Need Advisor Program					x			x	x					
Software and Resources: A New Data Base	x					x	x	x						
Spanish Achievement Series					x			x	x					
Spectrum-I						x	x		x					
Stanford-Binet Computer Report						x	x	x	x	x				
Starting a New Business					x	x		x	x					
STAT						x	x				x			x
Statistics with Finesse					x	x	x	x	x					
Stepping Stones	x			x	x			x						
Stress and the Young Adult					x	x		x						
Stress Management				x	x	x		x	x		x			
Strong Software System					x	x			x					
Student Data Base						x	x	x	x	x				
Student Data Management System						x	x			x				
Student Scheduler						x	x	x	x					
Student Scheduling System						x	x				x			
Study Skills				x	x			x	x					

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Study Skills and Job Success				x	x			x	x					x
Study Skills Modules					x	x		x	x					
Study Skills Tests					x	x		x	x					
Successful Interviewing					x			x		x				
Summit						x	x		x					
Super Grade Book							x	x						
Super Job Search						x			x					
SuperVIEW	x			x	x	x		x						
Survey of Reading and Study Skills II and Survey of High School Study Skills					x	x			x					x
Survey Processing					x	x	x	x	x	x				x
Survival Skills Series				x	x	x		x	x	x				
TAP: Talent Assessment Program	x					x		x	x	x				
Teaching Assistant							x	x						
Teenage Stress Profile				x	x			x						
Telo School						x	x	x						
Termination Discharge Summary						x			x					x
Test Maker						x	x				x			x
Test of English as a Foreign Language (TOEFL) Exam Preparation Series					x	x		x	x		x			x
Test Taker's Edge			x	x	x	x		x	x					
Testmaster							x	x			x			
The First Date...A Simulation				x	x			x						
The Gradcheck and Transcript System (TGTS)						x	x	x	x					x
The Grade Keeping System (TGKS II)						x	x	x	x					x
The Instructional Management System (TIMS)						x	x	x	x					x
The Registration and Scheduling System (TRSS)						x	x	x	x					x
The School Attendance System (TSAS II)						x	x	x	x					x
The Student Discipline System (TSDS)						x	x	x	x					x
The Telephone Dialer Program (TTDP)						x	x	x	x					x
Time and Billing						x			x					
TIMS, TSAS II, TTDP, TSDS, TRSS, TGKS II, TGTS						x	x	x	x					x

Program	Level(s)							Computer(s)							
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
TIPS					x	x		x	x					
Tobacco—To Smoke or Not to Smoke			x	x	x	x		x						
Tool Box for Emotional and Social Growth		x	x	x	x		x	x						
Total Stress Management System				x	x			x	x					
TQAS: The Test and Questionnaire Analysis System						x	x	x	x	x				x
Transcript (Report Card)						x	x	x	x					x
Treating Sexual Problems						x		x	x					x
Understand Yourself					x	x		x	x					x
ValGUIDE					x	x		x	x					
ValSEARCH Job Bank 12,375					x	x		x	x					
Values and the Work Ethic					x			x	x	x				
Values Auction				x	x			x	x	x				
Values Clarification Series					x			x						
ValueSearch				x	x	x		x	x	x				
Venereal Disease					x	x		x	x					
Vineland Assist						x	x	x						
VIP: Vocational Implications of Personality			x	x	x		x	x	x					
VIP: Vocational Implications of Personality Jr. (VIP Jr.)				x	x	x		x	x					
Vocabulary Builder I and II					x			x		x	x	x		
Vocabulary for the World of Work I or II	x				x	x		x	x					
Vocational Career Choices					x	x		x						
Vocational Interest Profile Report				x	x			x	x					
Vocational Preference Inventory						x	x	x	x					
Vocational Research Interest Inventory (VRII) Report				x	x	x		x	x					
Voc-Tech Quick Screener					x	x		x	x	x				
WAIS-R Report						x	x	x	x					
WAIS-Riter 'Basic' and WISC-Riter 'Basic'						x	x	x	x					
WAIS-Riter 'Complete'						x	x	x	x					
Whatsit Corporation, The			x	x	x	x		x		x				
Who Am I?				x	x			x		x				

Program	Level(s)							Computer(s)						
	Special Ed.	K-3	4-6	7-8	9-12	Adult	Educator	Apple	IBM	TRS	Commodore	Atari	Texas Inst.	Other
Why Stay in School?				x	x			x	x					
Winning Combination, The					x	x		x	x					
Winsight Programs					x	x	x		x					x
WISC-R Report						x	x	x	x					
WISC-Riter 'Complete'						x	x	x	x					
Women of Influence					x	x		x						
Word Perfect 5.0				x	x	x	x	x	x			x		x
Word Perfect Library, Version 2.0				x	x	x	x	x	x			x		x
Wordwise: Analogies/Astroquotes					x			x			x	x		
Wordwise: Synonyms/Antonyms					x			x			x	x		
Work Activities Inventory					x			x	x	x				
Work Series				x	x			x		x				
Working: Today and Tomorrow					x	x		x						
WPPSI Report, Version 2						x	x	x	x					x
You and Others Series					x			x						
Your Personal Habits for Job Success				x	x	x		x						
Your Staff Assistant						x	x	x	x					
Your Work Habits for Job Success				x	x			x						

Appendix C: Software Evaluation Checklist

I. General Issues ____ Applicable ____ Not Applicable

Evaluate these issues which affect the overall operation of the program.

	Yes	Somewhat	No	N/A	UA
1. Objectives are clearly stated.					
2. Objectives have value to the target population.					
3. Program motivates the client to achieve the objectives.					
4. Program is well organized and systematic.					
5. Language is non-discriminatory. It is free of race, ethnic, sex, and other stereotypes.					
6. Language is acceptable to the client population, i.e., not paternalistic, cute, etc.					
7. Program is free of spelling and grammatical errors.					
8. Reading level is appropriate to the target population.					

	Low				*High*
Overall Rating:	1	2	3	4	5

Comments:

II. Presentation

____ Applicable ____ Not Applicable

Evaluate the program's use of the computer as a medium.

	Yes	Somewhat	No	N/A	UA
1. Program is free of technical problems.					
2. Incorrect responses are handled constructively. (For example, turn printer off and ask for a printout. Use a variety of control characters and observe their effect.)					
3. Program allows users to progress quickly.					
4. Instructions are clear and easy to follow.					
5. If color, audio, graphics, or other special techniques are used, their use increases the value of the program.					
6. Each screen is carefully formatted for clarity.					
7. Response format is consistent.					
8. Logic and structure of the program are easy for clients to understand.					
9. Program uses the unique capabilities of the computer to achieve its goals.					

	Low				*High*
Overall Rating:	1	2	3	4	5

Comments:

III. Client Interaction _____ Applicable _____ Not Applicable

Evaluate the procedures used in the program to interact with the client and to allow the client to respond to the program.

	Yes	Somewhat	No	N/A	UA
1. Clients can use the program with minimal assistance.					
2. User is actively involved in the program.					
3. User controls the pace of the program.					
4. User can easily change activities.					
5. User can back up and/or change answers easily.					
6. Responses are easy for clients to find.					
7. "Help" and/or "hint" options are easy to access.					
8. User can enter or exit the program as desired.					
9. User can skip redundant information when returning to the program at another sitting.					
10. Program can be completed in one 50-minute class period or has stopping points which can fit into these periods.					

	Low				*High*
Overall Rating:	1	2	3	4	5

Comments:

IV. Feedback/Results _____ Applicable _____ Not Applicable

Evaluate the ability of the program to respond to the client, to summarize the client's concerns, and to give the client a record of the interaction.

	Yes	Somewhat	No	N/A	UA
1. Feedback is immediate.					
2. Feedback is nonthreatening.					
3. Program helps client understand results.					
4. Feedback is on the level of the client.					
5. Printouts are clear and easy to understand both while using the program and when reviewed at a later date.					
6. Individual client performance results are available to the counselor/facilitator.					
7. Group performance results are available to the counselor/facilitator.					

	Low				*High*
Overall Rating:	1	2	3	4	5

Comments:

V. Support

_____ Applicable _____ Not Applicable

Evaluate the manuals, documentation, audio-visual materials, and/or vendor support which are available for use with the program.

	Yes	Somewhat	No	N/A	UA
1. Client's materials are easy to understand.					
2. Client's materials are accurate.					
3. Sufficient information is provided to use the program.					
4. Sufficient information is provided by the program itself to use it without auxiliary materials.					
5. Counselor's manual is easy to understand.					
6. Counselor's manual is accurate.					
7. Underlying concepts and theoretical bases are outlined.					
8. Steps in the program are described in counselor's manual.					
9. Counselor intervention strategies or follow-up activities are suggested.					
10. Procedures for integrating the program into the curriculum/services are offered.					
11. If audio-visual materials are provided, their use enhances the program.					
12. The vendor provides training in the use of the program (either included in the cost or at additional cost).					
13. The vendor responds quickly to user problems and seeks feedback from users.					
14. The vendor provides on-going counselor support activities (i.e., a newsletter, conferences, etc.).					

	Low				*High*
Overall Rating:	1	2	3	4	5

Comments:

VI. Content Issues

_____ Applicable _____ Not Applicable

Most programs intend to inform the client or assist the client to obtain a new skill. Some programs include sections which teach a concept. If this program has any of these types of content, evaluate its quality.

	Yes	Somewhat	No	N/A	UA
1. Content has value to the target population.					
2. Content is accurate.					
3. Content is well organized.					
4. Concepts are relevant to the clients and applicable to their lives.					
5. Content motivates students to learn.					
6. Concepts are reviewed and summarized.					

	Low				*High*
Overall Rating:	1	2	3	4	5

Comments:

VII. Assessments

_____ Applicable _____ Not Applicable

Some programs contain sections which intend to assess, evaluate, or inventory the client on some dimension. Examples include interest inventories, personality assessments, or skills tests. If this program contains sections like this, evaluate these sections.

	Yes	Somewhat	No	N/A	UA
1. Validity and reliability data are available.					
2. Relationships between inventory items and results are based on empirical data or reliable research.					
3. Item formats are suited to the subject matter.					
4. Items are clearly stated.					
5. Items exhaustively explore the subject matter.					
6. Items are relevant to the target population.					
7. Cues and prompts are provided to assist the client in answering appropriately.					
8. Feedback reinforces the correct responses.					
9. Program gives the correct answer after a reasonable number of tries.					
10. Positive reinforcement is varied.					
11. Program has the ability to branch/loop depending upon client's performance.					
12. Evaluation provides a means for measuring attainment of objectives.					
13. Program reports which items were missed and which were correct.					
14. Test item bank is provided so that items can be rotated.					

	Low				*High*
Overall Rating:	1	2	3	4	5

Comments:

VIII. Report Generators

____ Applicable ____ Not Applicable

Some programs intend to store information for the counselor or administrator and present this information in a variety of reports. If this program has this capability, evaluate the quality of its reports.

	Yes	Somewhat	No	N/A	UA
1. Client summary reports are available.					
2. Reports are well organized and easy to read.					
3. Data can be accessed by all of the important variables.					
4. Program can be tailored to the special needs of a unique organization.					
5. Information is easily manipulated to produce reports for different purposes.					
6. Program efficiently achieves its intended purpose.					
7. Program moves from operation to operation efficiently.					
8. Program is compatible with other programs, such as word processors, spreadsheets, etc.					
9. Program provides a supplementary tutorial program or trial database.					

	Low				*High*
Overall Rating:	1	2	3	4	5

Comments:

IX. Information Files

_____ Applicable _____ Not Applicable

Some programs contain information files: lists of topics which are not intended to be read sequentially from which most clients select only a few items to read. Examples include lists of occupations, schools, job search techniques, life coping skills, etc. If this program contains files like this, evaluate their content.

	Yes	Somewhat	No	N/A	UA
1. Detailed descriptions of each topic are provided.					
2. Information is written and presented so that it is immediately useful to the client.					
3. Information is updated frequently enough to be accurate.					
4. Information is gathered from the best sources available.					
5. Information is valid.					
6. Information can be localized by the user site.					
7. Information is bias-free.					
8. Information is regionally relevant.					

	Low				*High*
Overall Rating:	1	2	3	4	5

Comments:

EVALUATION SUMMARY

Copy the ratings for each section to the form below and assign an overall rating.

	Low				High	N/A
1. General Issues	1	2	3	4	5	
2. Presentation	1	2	3	4	5	
3. Client Interaction	1	2	3	4	5	
4. Feedback/Results	1	2	3	4	5	
5. Support	1	2	3	4	5	
6. Content Issues	1	2	3	4	5	
7. Assessments	1	2	3	4	5	
8. Report Generators	1	2	3	4	5	
9 Information Files	1	2	3	4	5	
Overall Rating	1	2	3	4	5	

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This guide is a comprehensive source of reviews, descriptions, trends and developments in software products for the counseling and human development profession. It includes in-depth reviews of nearly 100 counseling-relevant software programs, over 500 software descriptions with ordering information, and a state-of-the-art overview of software resources and current developments in personal/social counseling, career/vocational counseling, education/academic planning, testing, and administrative/recordkeeping.

This *Guide* was compiled by Dr. Garry Walz, Professor of Education at the University of Michigan and director of the ERIC Clearinghouse on Counseling and Personnel Services, and chair of the AACD Counseling Software Review Board; and by Dr. Jeanne Bleuer, Associate Director of ERIC/CAPS and Publications Coordinator of the AACD Counseling Software Review Board.

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